CHILD CARE WORKER CERTIFICATION PROGRAM OF ALBERTA MANUAL – 1985

Child Care Workers' Association of Alberta
P.O. BOX 11360
EDMONTON, ALBERTA T5J 3K6

Alberta
SOCIAL SERVICES
AND COMMUNITY HEALTH

85-3754/

CHILD CARE WORKER

CERTIFICATION PROGRAM OF ALBERTA

MANUAL

1985 Edition

PE021J 0001.0.0

TABLE OF CONTENTS

		PAGE
Introduction		1
Principles of the Program		3
History and Development		5
Guidelines for Acquiring the Child Care Worker Certificate		8
Guidelines for Internship		15
Guidelines for the Written Examination		16
Guidelines for the Oral Examination		17
Assessment Tool		19
Band A	Activity Programming	20
Band B	Individual Program Planning	24
Band C	Teaching Living Skills	30
Band D	Behaviour Management	32
Band E	Communication	42
Band F	Counselling	44
Band G	Nurturing and Caring	51
Band H	The Therapeutic Environment	55
Band I	Health and Safety	57
Band J	Management of Groups	60
Band K	Observing, Recording and Reporting	66
Band L	Professionalism	68
Band M	Human Development Applied to Child Care	73
Written Examination Questions		77
Appendices		
A.	Training Plan Format	91
B.	Application for Certification	94
C.	Letter of Endorsement	96
D.	Required and Suggested Readings by Band/Topic	97
E.	Composite Bibliography of Required and Suggested Readings	112
F.	Tripartite Agreement	116

INTRODUCTION

The Child Care Worker Certification Program has been developed to provide all child care workers throughout the Province of Alberta with a standard of skills and knowledge required to work with disturbed and/or delinquent children.

This manual has been prepared to give child care workers an outline of the skills and knowledge required, as well as to describe the process of certification.

ACKNOWLEDGEMENT

The certification program has evolved over a long period of time as outlined in "History and Development."

At this point however, acknowledgement is given to: Alberta Social Services and Community Health; the Director of the Child Care Counsellor Training and Certification Program, and related committees and staff who developed the competencies and delineated the objectives. Acknowledgement is also given to the Alberta Association of Child Care Centres for its foresight and efforts, through the Training and Certification Committee, to make certification available to all Child Care Counsellors in the Province; to the Child Care Workers' Association of Alberta for its vision and commitment; to the Child Care Counsellor Certification Steering Committee for its efforts to make the program a reality; and to all practicing child care workers.

Dear Applicant: March 1, 1985

The Child Care Workers' Association of Alberta is committed to creating improved services for youth in care and their families. The Board of Directors believes that high quality practice by child care professionals will create an improved level of service. The Certification of Child Care Workers is a process that we believe will develop and confirm this level of child care service delivery.

The main task of a professional association should be to monitor professional practices and to set a standard of quality service. All of the other tasks of the Association should dovetail with this main purpose. The Child Care Workers' Association of Alberta will be responsible for certifying people in child care practice as competent professionals through this new Certification procedure.

The Association also realizes the importance of guaranteeing that every presently employed child care worker will be eligible to apply for Certification and this has been insured in the proposal.

The cost of becoming certified and maintaining your certification has been set at $75.00 per year. There is also an application fee of $75.00. The rationale for this amount is based on an estimated average cost of $350.00 per person to pay for all the expenses that certification will entail. This mainly includes printed information, travel expenses and staffing expenses. Rather than assess the full cost of certification at the point of becoming certified, which might create a financial hardship, this fee structure was developed to allow people to absorb the cost gradually. The Association needs to receive outside financial support for the first few years, after which the fees will fully support the process.

The overall goals of Certification, beyond the general one stated above, are to create a cadre of mature practitioners who can supervise new workers, to have those mature practitioners create a climate of professionalism that will be a mark for new workers to aspire towards, to develop new methods of practice and better empirical knowledge, and to provide professional leadership for the child care field.

Not every child care worker will choose to become certified, and not all child care workers will need to be certified. But child care workers who see the need for well trained and thoroughly experienced professional practitioners will see the intrinsic value in a Certification procedure and will realize the need for this credential in their career planning.

I hope that you can share my vision of Certification as the future direction for our field of practice.

Yours truly,

Jack Phelan, President
Child Care Workers' Association
of Alberta
P.O. Box 11360
Edmonton, Alberta
T5J 3K6

PRINCIPLES OF THE PROGRAM

The Child Care Worker Certification Program consists of thirteen (13) bands of competencies (skills and knowledge). As a competency-based program it was derived from a detailed study of the role of the child care workers through a functional job analysis. However, all of the knowledge and skills identified in the thirteen bands relate directly to one or more of the following three (3) principles:

1) The Care-Giving Relationship is the Foundation of Child Care

Child care workers are first and primarily "caregivers". Though they assess children, may make referrals, and are involved in case management, their primary role is that of care giving. Theirs is an intensive hands-on type of involvement where relationship development is both the means and the end to growth. The extent of relationship with both client and colleague can be found in no other discipline. The child care worker must make a "conscious use of self" in order to ensure that the needs of the child are met.

2) Milieu Therapy is Both the Context and a Means of Treatment in Child Care

Child care is unique in that it occurs within the context of the children's immediate living environment. Whether the children are living in a residential treatment centre or at home, child care workers intervene in their real life space. This form of intervention is called milieu therapy and it is the responsibility of the child care worker to make conscious use of the environment in order to ensure that the milieu is in fact therapeutic. A therapeutic milieu, in the words of James Whittaker, is a "specially designed environment in which the events of daily living are used as formats for teaching competence in basic life skills. The living environment becomes both a means and a context for growth and change, informed by a culture that stresses learning through living" (Caring for Troubled Children, p. 36, 1979). The child care worker uses the rules, routines, structure, activities and the total environment not only as a background but as the foreground to treatment.

The book "The Other 23 Hours" was given its title to reflect this reality...that treatment consists not only of the 1 hour of "psychotherapy" but also, and primarily of the other 23 hours of group living.

3) Child Care Workers Must Provide for the Total Needs of the Total Child

There is a holistic nature to child care which requires that child care workers be able to attend to the total needs of the child. They must be able to attend to a child's physical development, his cognitive development, his psycho-social and emotional development, and his moral development. Barnes and Kelman aptly described this unique role of child care workers when they said: "We can have nothing more than a matrix of professionals until we can clearly perceive a professional role that has the capability of integrating a child's total experience in residence - his specialized treatment requirements with his normative requirements for social, educational, work, and recreational experiences. This discipline must also be a specialist one, unique, however, in that it makes the general a specialty." (Child Care Quarterly, Vol. 3 (1), 1974).

These three principles make up the crux of child care, and they are basic to the whole certification program. They make up the essentials against which child care workers are evaluated in the certification program and towards which training programs should be geared.

HISTORY AND DEVELOPMENT

By the mid-1970's, 700 child care workers were providing care to emotionally and behaviorally disturbed children and youth in both government and private programs in Alberta. Even though the number of child care workers was on the increase, both the training and the status of these child care workers were deficient in this very difficult and demanding work. The field was plagued with the problem of high turnover which was exacerbated by the inability of the two college pre-service child care training programs in the province to meet the demand in the job market for trained child care workers. As a result of these factors, the least trained and experienced workers were working with the most disturbed segment of the youthful population.

A committee of the Department of Social Services and Community Health was struck in January, 1976 to examine and make recommendations about the utilization of the child care worker manpower group. This committee developed a proposal for a new classification series for government child care workers and for an intensive two-year training program which was to become the Child Care Counsellor Training and Certification Program. A subsequent report of July, 1977, prepared by the Child Welfare Branch, and entitled The Future of Training for Child Care Workers Who Work With Emotionally Disturbed Children, clearly delineated and stressed the need for "a competency-oriented professional profile", one which integrated the practice and knowledge of child care. The report recommended that a provincial curriculum committee spell out "the universe of competencies that comprises the profession of 'Child Care' along the general principles of a DACUM (Developing a Curriculum) approach." Once competencies were broken down into sub-competencies, then all relevant knowledge could be delineated. Certification consisted of documentation of demonstrated competency on the job, a written examination, and an oral examination.

A provincial Certification Committee began the massive two-fold task of developing a viable training curriculum and establishing effective assessment instruments in February, 1978. The management of government sector child care institutions was fully represented in two committees: a working committee co-chaired by Pierre Berube, then with Staff Development at Westfield in

Edmonton, and Peter Nicholson, Staff Development Consultant at the Youth Development Centre, Edmonton; and an Advisory Committee, chaired by Denis Bell, then the Assistant Director of Child Welfare. Over the next year and a half, these committees accomplished the following tasks, using a DACUM approach.

1. Job functions were identified based on a 1975 functional job analysis undertaken at Westfield by Dr. S. Klein, a consultant with the Child Welfare Branch. Fifty-five job functions were refined from the functional job analysis.

2. Knowledge, skill and attitude competencies were identified from the job functions. The major competency areas identified (in their present format) are as follows:

   a) Activity Programming
   b) Individual Program Planning
   c) Teaching Living Skills
   d) Behavioral Management
   e) Communication
   f) Counselling Skills
   g) Nurturing and Caring
   h) Conscious Use of the Environment
   i) Health and Safety
   j) Management of Groups
   k) Observing, Recording and Reporting
   l) Professionalism
   m) Human Development Applied to Child Care

3. The competency areas were organized into a Competency Chart which pointed out to the child care worker which areas he would be required to master in order to become certified. The competency areas were similarly organized into an assessment tool which was a rating instrument used by the worker and the supervisor.

4. Seminars and workshops were designed for each of the competency areas by various practitioners, designated as "experts" by the Advisory Committee and permanent training positions were later established to set up the Department's Child Care Counsellor Training and Certification Program.

The Certification working committee included child care workers in the development of the program to preserve its relevance and practical orientation. Child care workers were instrumental in the completion of the functional job analysis which was the foundation of the Program. The committee's extensive task culminated in the first child care worker becoming certified in July, 1979. A permanent Advisory Committee consisting of directors of the nine government child care institutions in the province and representatives from Children's Services Program was appointed to provide direction to the program.

In March of 1983, the Alberta Association of Child Care Centres submitted a proposal to Alberta Social Services and Community Health requesting that the function of certification be turned-over to a steering committee to be jointly operated by Alberta Social Services and Community Health, the Alberta Association of Child Care Centres, and the Child Care Workers' Association of Alberta, and that certification be made available to all child care workers in both private and government agencies in the Province.

An agreement between the three parties was signed in February 1985 and a Province-wide certification program for child care workers became available on March 1, 1985. The agreement was for a five year interim transfer leading to the eventual takeover of certification by the Child Care Workers' Association of Alberta through an arms-length board in a manner comparable to certification in other professional associations.

GUIDELINES FOR ACQUIRING THE CHILD CARE WORKER CERTIFICATE

GUIDELINES FOR ACQUIRING THE CHILD CARE WORKER CERTIFICATE

The goal of certification is to set a standard of skills and knowledge required of all child care workers in Alberta who work with disturbed and/or delinquent children and youth.

The Steering Committee oversees the Certification Program, which is available to all child care workers in the Province of Alberta as of March 1, 1985. This Certification Program is a joint project under the auspices of the Child Care Worker's Association of Alberta (CCWAA), the Alberta Association of Child Care Centres (AACCC), and Alberta Social Services and Community Health (ASS&CH), until January 1989, at which time it will be administered by the CCWAA through an arms length Board.

The certificate is issued by the CCWAA, and is signed by the president of the CCWAA and the chairperson of the Certification Panel.

The certifying body is referred to as the Certification Panel, and is composed of:

i) a representative of AACCC;
ii) a representative of CCWAA; and
iii) a representative of ASS&CH.

The chairperson of this panel is the ASS&CH representative for the first two years of the program, after which time it will be the CCWAA representative. The director of the agency sponsoring the applicant, or his/her delegate, may sit on the panel as an observer of the oral examination.

Certification is based on knowledge and competency and thus the certification procedure consists of the following components:

i) applicants hired after March 1, 1985 must have a two year diploma in a human service discipline or a bachelor degree in the same;
ii) applicants must complete a one year period of internship with the agency from which certification is being sought;

iii) the endorsement by the applicant's supervisor and agency, verifying that the applicant has demonstrated the identified skills and knowledge on the job (competencies);

iv) successful completion of a written exam; and,

v) successful completion of an oral exam.

Special considerations will be made at the start of the Certification Program for the following:

i) Child care workers who are presently in an administrative role, or who do not have a supervisor in a position to assess their competencies, but who have had direct child care experience in the past, may apply for certification prior to March 1, 1990, providing that they can verify their child care experience as being at least one year in duration (minimum 1,750 hours), and that they were fully competent child care workers at the time. This verification should take the form of a letter from a previous employer or supervisor attesting to their competencies and length of employment as a direct care child care worker, and would be used in place of the endorsement of the present supervisor and agency.

ii) Child care workers who have been certified under the Government of Alberta Certification Program will qualify for certification under this program.

Certification can be lost by:

i) not paying annual certification fees, or

ii) being in violation of the CCWAA Code of Ethics.

Certification is based on the competencies as outlined in the competency bands and Assessment Tool (included in this manual). These competencies may be reviewed and adjusted from time to time by the Steering Committee with prior notice given before they become operational.

PROCEDURES FOR CERTIFICATION

Application for Certification

Prior to making application, it is important that the child care worker and his/her supervisor understand the competencies and are satisfied that all the competencies have been met. The competencies should have been tied into a training program and learned and practiced in the workplace. This is the internship period. When the child care worker and his/her supervisor feel that all of the competencies have been met, and the internship period completed, then application for certification can be made.

A child care worker who is seeking certification would send the chairperson of the Certification Panel, his/her application for certification, the endorsement of supervisor and agency, and the certification application fee.

Applicants seeking "Special Considerations" would forward letters of reference in place of the endorsement of supervisor and agency, or proof of government certification (whichever applies), a letter explaining the reason that "Special Considerations" are being sought, and the application fee.

Child care counsellors previously certified under the government program are required to submit an application for certification but are not required to complete a written or oral examination (see Appendix F2dii).

Upon receipt of the application, the chairperson of the Certification Panel will send the agency director a written examination which the director, or his/her delegate, will administer to the applicant. The exam is to be returned to the chairperson of the panel within thirty days of receipt.

When the written exam is received by the panel chairperson, he/she will arrange to have the applicant meet before the panel for the oral examination, after which the decision as to certification will be made.

The written exam is marked by the panel chairperson. If it is felt that the written exam was failed, then it will be sent to the two other panel members. Should one of these agree that the exam was failed, then the applicant will be notified of his/her failure, and given the opportunity to re-write the exam, without further fees, before an oral exam is scheduled.

Immediately following the oral examination and the making of a decision, the applicant will be advised of that decision and given verbal feedback. Should an applicant desire a written evaluation of his/her oral or written exam, a written request must be sent to the panel chairperson within one week of the oral exam. An applicant may appeal a failure of the oral exam if he/she agrees, previous to the exam, to having it audio taped.

If the oral examination is failed, the applicant may re-apply for certification following the application procedure, including re-paying the application fee, however, if the written exam was passed, then the applicant is not required to write another written exam.

If the oral examination is passed, the successful applicant will be sent their certificate.

Loss of Certification

Certified child care workers are required to pay annual certification fees to maintain their certification in good standing. The CCWAA will bill child care workers on an annual basis. Should the individual not respond with payment within sixty days, the certificate will be cancelled for non-payment.

The CCWAA will make every reasonable effort to contact the certified child care worker, and it is the responsibility of certified child care workers to promptly notify the CCWAA of a change in their mailing address or employer.

Complaints regarding the practice of a certified child care worker being in violation of the CCWAA Code of Ethics would upon the recommendation of the CCWAA be forwarded to the Chairperson of the Steering Committee, who will strike a sub-committee of representatives of the CCWAA, AACCC and ASS&CH who

will then decide whether or not to revoke certification of the individual following an investigation into the allegations. The child care worker will be present at both the initial investigation and the appeal in order to defend him/herself. Appeals of the sub-committee's decision will be heard by the entire Steering Committee.

Responsibilities

Steering Committee

a) oversee the total Certification Program
b) approve and update standards for certification
c) supervise Certification Panel
d) review and advise on the income and expenditure of funds
e) receive and respond to complaints and appeals

Chairperson of the Certification Panel

a) receive, ensure completeness and process all applications for certification
b) coordinate regional panels to meet with applicants
c) sit on all Certification Panels
d) maintain the consistency of the oral examinations
e) provide written feedback on request

Certification Panel

a) review written examinations
b) administer oral examinations
c) make decisions with regards to granting certified status
d) provide verbal feedback to applicant

Child Care Worker's Association of Alberta

a) collect and expend certification fees

b) distribute certification supplies such as manuals, assessment tools, applications, etc.
c) issue certificates
d) bill annual fees and notify of expiry date of certificate
e) submit quarterly financial statement to Steering Committee

Agency

a) ensure that training plans are developed and reviewed
b) assess the applicant with regards to the competencies outlined in the Certification Manual
c) ensure that the applicant has demonstrated all competencies within the agency prior to endorsing the application
d) administer the written exam

Fee Structure

Application Fee	$75.	(non-refundable)
Annual Fee	$75.	per year

The fee covers the average cost of certifying each applicant. Costs of certifying include the salary of the panel chairperson and secretary, travelling expenses for oral examinations, materials, printing, postage, telephone, etc. Once certified, under either the previous or the current process, annual fees only are required.

Note that receipts for all Certification fees are issued, and these fees are tax deductible as professional dues. These fees may also be more than compensated for by the increase in salary from employers who presently, and in the future, recognize certification status through pay increases.

Please note that the fees for Alberta Social Services and Community Health employees will be paid through a grant during the initial two year period of the program until such time as personnel and union issues have been resolved. Please see Appendix F: Tripartite Agreement.

GUIDELINES FOR THE INTERNSHIP

The internship is the most critical component of the child care worker certification process because it is primarily competency based. As such, child care workers are not eligible to apply for certification until the internship has been successfully completed as documented by the candidate's supervisor and agency management in a letter of endorsement.

The internship means more than a period of work experience. It means a period of closely supervised work experience during which the supervisor regularly assesses the candidate in accordance with preset knowledge and skill areas. Knowledge and skill deficits are identified and a systematic plan is developed to obtain mastery of these areas.

A suggested format for training plans is provided in the manual for the use of candidates and their supervisors (see Appendix A). Training activities should be identified and documented in the training plan. They should include supervisory training sessions, individual study, group study and review sessions, workshops, courses, skill practice, written and oral presentations, etc.

Application for certification must be accompanied by the supervisor's and manager's letter of endorsement. The written and oral examinations follow as a double check on the knowledge and integration of the theoretical components of the internship.

GUIDELINES FOR THE WRITTEN EXAMINATION

Once an application for certification and the required documentation have been received by the chairman of the Certification Panel, she/he will send a written examination to the director of the agency employing the candidate. The written examination is to be supervised by the director (or his/her designate). It must be completed without the use of any reference material and during one session of a maximum duration of three (3) hours.

The written examination will consist of six (6) questions selected from those provided in the certification manual. The candidate must answer four (4) of the six (6) questions in essay form. (Some of the questions, e.g. definitions may be better answered in point form and this is acceptable). If more than four (4) questions are answered, only the first four (4) will be used for scoring of the examination.

Once completed, the written examination will be given to the director of the agency who will have it typed up and sent to the chairman, Certification Panel, along with the original hand-written copy.

The chairman, Certification Panel scores the written examination with the use of a pre-established key. Candidates must obtain a score of 75% in order to pass. If the examination is passed, the candidate will be notified and a date will be set for the oral examination. If 75% is not obtained, the chairman will forward the examination to two certification panel members for their assessment. An agreement between two of the three evaluations will be binding. Candidates are not eligible for the oral examination until the written examination has been passed.

An applicant who fails the written examination may apply for re-writing without further costs.

Examination results will be sent to the candidates whether they pass or fail; however the examination itself will not be returned.

There is no appeal on the results of written examination.

GUIDELINES FOR THE ORAL EXAMINATION

Once the written examination has been passed, the chairman, Certification Panel, will arrange a date for the oral examination.

The Certification Panel consists of the chairman, who is the representative of Alberta Social Services & Community Health; a representative of the Child Care Workers' Association of Alberta; and a representative of the Alberta Association of Child Care Centres (two of the three panel members must be present for the oral examination to occur). The agency director or his/her designate (e.g. the candidate's supervisor) may attend the oral examination as an observer.

Oral examinations will be scheduled at two-hour intervals. The panel will go to the candidate's agency if there are two or more candidates to be examined. If there is only one candidate in an agency (or region), this person has the option of waiting for an additional candidate to be examined or travelling to another region where oral examinations are being held.

The purpose of the oral examination is to assess the candidate's knowledge of the theory and practice of child care and to assess his/her integration of the knowledge into practice. An example of a knowledge question might be: "What are the different stages of cognitive development according to Piaget?", whereas an example of an integration question could be: "What difference does it make to you as a child care worker in teaching a child a new skill if he/she is operating at the stage of concrete operations as opposed to formal operations? How would these two children be approached differently?"

In order to pass the oral examination the knowledge must not only be memorized, but it must also be understood to a point where its application to, and implications for practice can be clearly articulated.

Questions in the oral examination may cover any of the knowledge and competency areas identified in the certification manual.

Candidates will receive the results of the oral examination immediately following its completion. Verbal feedback will be provided by the panel and written feedback will be provided by the chairman if requested by the candidate within one week.

Candidates who fail the oral examination may appeal the decision by writing to the chairman, Certification Panel within one week of the examination. However, in order to be eligible for an appeal, candidates must previously have provided a signed agreement to have the oral examination audio-taped. Documentation will be retained for all appeals that are not successful.

Candidates who are not successful in the oral examination may re-apply upon obtaining the endorsement of their supervisor and agency.

Candidates who have successfully passed the oral examination will be issued a certificate by the Child Care Workers' Association of Alberta.

ASSESSMENT TOOL

ACTIVITY PROGRAMMING BAND A

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
Role of Activity	1. Can describe the role of play and activities as components of the overall treatment program. (As described by Whittaker in Chapter III of The Other 23 Hours). Can develop activity programs to accomplish the following purposes: a. to enhance the child's self-worth b. to enhance the child's sense of competency and mastery over his environment c. to enhance the child's ability to relate to others d. to meet the child's developmental needs e. as an aid to diagnosis of: i) the child's behaviour deficits and strengths ii) the child's response to activities iii) the child's developmental level iv) the child's interests f. to provide for fun and enjoyment g. to enhance fitness and health		
	2. In selecting activity programs for the child, evaluates the following individual variables (as described by Whittaker in Chapter III of The Other 23 Hours): a. the child's skill level including physical dexterity, motor coordination and specific athletic, mechanical or craft skills b. the child's motivation to participate c. the child's self control		
	3. Selects activity programs for the child based on his/her level of social skills and ability to function cooperatively with others.		
Assessing Group Variables	1. Can state the importance of evaluating the following group variables in selecting activity program (as described by Whittaker in Chapter III of The Other 23 Hours):		

ACTIVITY PROGRAMMING BAND A

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
	a. group cohesion b. group composition c. group mood		
	2. In developing group activities, ensures that the needs of the individual child are being considered (see the mental hygiene approach to programming as described by Redl in The Aggressive Child).		
Assessing Activities	1. In selecting activity programs, evaluates the following activity setting dimensions (as described by Whittaker in Chapter III of The Other 23 Hours). a. the degree and range of rules required by the activity (prescriptiveness) b. the form and source of rules and controls exercised over the participants during the activity c. provision for physical movement d. competence required for performance e. provision for participant interactiveness f. reward structure		
Implementing Activities	1. In implementing activities: a. participates enthusiastically b. models good sportsmanship c. provides opportunity for the children to play the most significant roles		
	2. Models proper and safe use of equipment.		
	3. Adapts activities and leadership style in response to changes in group dynamics (such as conflict, group mood, membership, and level of interest).		

ACTIVITY PROGRAMMING BAND A

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
	4. Adapts activities and leadership style in response to the individual child's loss of interest and/or inability to cope.		
	5. Adapts activities to match the child's level of competence and to ensure success.		
	6. Develops mini-activities (skill drills) to ensure the child's progressive attainment of skills.		
	7. Makes use of activities as aids to behaviour management during transition times (as described by Whittaker in Chapter III The Other 23 Hours).		
	8. Initiates activities during nonprogrammed time.		
	9. Encourages the child to select, plan, and make productive use of non-programmed time, and ensures that required materials and equipment are available.		
	10. Develops and demonstrates skills and interest areas in various activities (including sports, games, expressive arts, outdoor education, arts and crafts) in order to teach and provide leadership.		
Reintegration of the Community	1. Can identify various agencies, groups, clubs and organizations which offer recreational programs in the community.		
	2. Designs individual program plans which include the child's reintegration into community activities.		
	3. In reintegrating the child into the community activities ensures that:		
	a. the child is involved in researching and selecting activities		
	b. the child has adequate skill to participate		

ACTIVITY PROGRAMMING BAND A

KNOWLEDGE/PERFORMANCE MEASURES	ASSESSMENT YES	NO
c. the child is motivated to participate		
d. the child can function socially in the community		
e. the child's participation is regularly monitored		
f. the worker is available to provide encouragement and support		

COMPETENCY BAND: BAND B - INDIVIDUAL PROGRAM PLANNING

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
Developing Treatment Plans	1. Utilizes the 4 phases of the treatment planning process: a. assessment b. design c. implementation d. evaluation		
	2. Can state the agency's treatment philosophy.		
Assessment Phase	In the assessment phase of treatment planning:		
	1. Gathers data from all members of the treatment team.		
	2. Identifies and takes into consideration specific relationship strengths and deficits (as described by Trieschman in The Other 23 Hours) including: a. the child's ability to communicate b. the child's responsiveness to social reinforcement c. the child's tendency to model adult behavior		
	3. Can describe and give an example of the following three categories of problems: a. intrapersonal b. interpersonal c. external		
	4. Identifies child's level of moral, cognitive and psycho-social development.		
	5. Recognizes and identifies the basic human needs motivating the child's behaviour.		

COMPETENCY BAND: BAND B - INDIVIDUAL PROGRAM PLANNING

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO

6. Recognizes and identifies the developmental needs motivating the child's behaviour.

7. Identifies and takes into consideration significant information from the child's history including:

   a. reason for referral
   b. family background and relationships
   c. birth and developmental factors
   d. medical history
   e. school history
   f. psychological and psychiatric interventions
   g. previous treatment plans and therapeutic interventions
   h. intake report(s).

8. Identifies and takes into consideration all significant current information including:

   a. the child's perception and description of his/her problems
   b. information in daily reports, case conference reports, family contact notes
   c. behavioural observations in the following situations:

      i) group situations: (a) with peers, (b) with adults
      ii) school setting
      iii) activity programs
      iv) when he/she is alone
      v) meal time
      vi) bed time
      vii) with family members
      viii) one-to-one situations with counsellors during which thoughts, feelings, perceptions are explored.

COMPETENCY BAND: BAND B - INDIVIDUAL PROGRAM PLANNING

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
	9. Synthesizes information into key themes and areas of concern which will provide focus for the treatment plan.		
	10. Completes functional (ABC) analyses of child's behaviour, i.e., identifies the antecedent and consequent events of behaviour.		
	11. Focuses on child's strengths and assets as well as his problems.		
Design Phase	In designing treatment plans:		
	1. Focuses primarily on proactive interventions (as opposed to reactive behaviour management interventions) designed to promote the development of self-esteem, responsible behaviour and living skills.		
	2. Identifies general (long-term) treatment goals.		
	3. Identifies realistic and attainable goals.		
	4. Operationally specifies the pro-social target behaviours.		
	5. Identifies the minimum acceptable standard for the defined target behaviours (i.e., the criteria for evaluating if objectives are met).		
	6. Selects a method for obtaining baseline data on the child's behaviour and collects baseline measures.		
	7. Specifies interventions, reinforcement procedures and behaviour reduction methods (when required) to be followed in the child's treatment plan.		
	8. Involves the child in the development and implementation (where possible) of his/her treatment plan.		

COMPETENCY BAND: BAND B - INDIVIDUAL PROGRAM PLANNING

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
	9. Where possible involves the family in the development and implementation of the treatment plan.		
	10. Involves staff working with child in the development and implementation of the treatment plan.		
Implementation Phase	In implementing treatment plans:		
	1. Writes up the individual treatment plan using either the agency format or a format that includes the following:		
	a. problems and strengths		
	b. goal(s) (long and short term)		
	c. implementation (who? what? where? when?)		
	d. evaluation (including treatment plan review date)		
	2. Reviews the individual treatment plan with the treatment team.		
	3. Monitors, advocates and promotes the implementation of the treatment plan by:		
	a. consistently following through and implementing those components of the treatment plan that were specifically identified as his/her responsibility		
	b. participating as an effective team member		
	c. soliciting feedback from all those involved with the child regarding the effectiveness of the treatment plan (school, family)		
	d. identifying significant information relevant to the treatment plans from all on-going written reports.		
	4. Monitors, advocates, and promotes the implementation of all children's treatment plans.		

COMPETENCY BAND: BAND B - INDIVIDUAL PROGRAM PLANNING

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
	9. Where possible involves the family in the development and implementation of the treatment plan.		
	10. Involves staff working with child in the development and implementation of the treatment plan.		
Implementation Phase	In implementing treatment plans:		
	1. Writes up the individual treatment plan using either the agency format or a format that includes the following: a. problems and strengths b. goal(s) (long and short term) c. implementation (who? what? where? when?) d. evaluation (including treatment plan review date)		
	2. Reviews the individual treatment plan with the treatment team.		
	3. Monitors, advocates and promotes the implementation of the treatment plan by: a. consistently following through and implementing those components of the treatment plan that were specifically identified as his/her responsibility b. participating as an effective team member c. soliciting feedback from all those involved with the child regarding the effectiveness of the treatment plan (school, family) d. identifying significant information relevant to the treatment plans from all on-going written reports.		
	4. Monitors, advocates, and promotes the implementation of all children's treatment plans.		

COMPETENCY BAND: BAND B - INDIVIDUAL PROGRAM PLANNING

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
Evaluation Phase	In evaluating treatment plans:		
	1. Reviews the child's response to the treatment plan with the child himself, the supervisor, and the treatment team. This review will include: a. goals attained b. goals not attained c. unexpected responses		
	2. Identifies the behaviours (problems and strengths) and needs to be addressed in the next individual treatment plan.		
	3. Repeats the cycle of assessment, design, implementation and evaluation.		
Discharge (Transition) Plan	In planning for the child's transition from the treatment program:		
	1. Identifies and gradually introduces the child to community resources		
	2. Identifies the least restrictive and most normalized alternative placement.		
	3. Identifies and gradually introduces the child to his new placement.		
	4. Involves the child, the family, the district office social worker and the total treatment team.		
	5. Writes a summary that includes: a. the agency's assessment of the child b. treatment interventions c. responses to treatment interventions		

COMPETENCY BAND: BAND B - INDIVIDUAL PROGRAM PLANNING

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
	d. child's current needs, strengths		
	e. recommendations (treatment, placement)		

COMPETENCY BAND: BAND C - TEACHING LIVING SKILLS

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
Learning Process	1. Can identify and describe the four (4) processes of learning as defined by Trieschman in The Other 23 Hours.		
	2. Demonstrates ability to perceive problem behaviour from a behavioural deficit point of view; i.e. needs to be taught new behavior rather than disciplined.		
	3. Uses a living skills teaching (educational) approach with students to change behavior when a skill deficit has been identified.		
Assessment of Living Skills	1. Observes student to assess areas of strengths and weaknesses in interpersonal skills and in daily living routines.		
	2. Reinforces areas of strengths by giving recognition for abilities and encouraging the student to use his interpersonal and daily living skills.		
	3. Priorizes skills deficit to determine which skills need upgrading first.		
Preparation for Teaching Living Skills	1. Develops behavioural objectives which define who will do what, at what level and under what conditions.		
	2. Develops content for teaching the skill by: a. breaking the skill into concrete and specific steps (major steps and substeps); b. organizing steps so the student can easily understand and follow them; c. including facts, concepts and principles (who, what, when, where and why).		
Teaching Methods	1. Uses a systematic plan of instruction leading to successful skill application, including all major instructional components by:		

COMPETENCY BAND: BAND C - TEACHING LIVING SKILLS

KNOWLEDGE/PERFORMANCE MEASURES		ASSESSMENT YES	NO
	a. describing the skill verbally to the student		
	b. performing the skill and/or showing an example of the skill being performed following the steps outlined		
	c. observing while the student performs the skill and giving constructive feedback on the student's performance of the skill		
	d. supporting and encouraging student while he practises skill until he has mastered it		
	e. encouraging student to use the mastered skill by reinforcing him for using it		
	f. encouraging student to apply the skill to similar and new situations.		

COMPETENCY BAND: BAND D - BEHAVIOUR MANAGEMENT

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
Social Learning Theory	1. Can define and give on-the-job examples of: a. behaviour b. operant behaviour c. respondent behaviour d. an antecedent event e. a consequent event f. a behaviour deficit g. a behavioural excess h. a behavioural contingency i. positive reinforcement j. negative reinforcement k. unconditioned (primary) reinforcers l. conditioned (secondary) reinforcers m. continuous reinforcement schedule n. intermittent reinforcement schedule o. the Premack Principle p. extinction q. target behaviour r. punishment - positive punishment - negative punishment (response cost) s. deprivation t. satiation u. cueing v. shaping		
	2. Can distinguish between systematic and accidental conditioning and give an example of each.		
	3. Can state the distinction between "classical" time-out and situational exclusion.		

COMPETENCY BAND: BAND D - BEHAVIOUR MANAGEMENT

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
	4. Can state two (2) conditions (factors) for the effective use of T.O.		
	5. Can list and describe three (3) factors involved in the effective use of punishment.		
	6. Can list and describe three (3) factors involved in the effective use of positive reinforcement.		
	7. Can list three (3) negative effects of punishment.		
	8. Can list three (3) intervention techniques to prevent an individual behaviour from escalating in frequency and/or intensity.		
	9. When given an example of a problem behaviour, can develop an operational definition of the pro-social behaviour(s).		
	10. When presented with a problematic behaviour exhibited by a resident can identify the antecedents and consequences relating to the behaviour (i.e. can perform a functional analysis).		
	11. Develops baseline data on a child's behaviour.		
	12. Reinforces pro-social behaviours.		
	13. Describes, demonstrates and models alternate pro-social behaviour.		
	14. Reinforces responses which are incompatible with negative behaviour.		
	15. Selects and makes appropriate use of the following skills:		
	a. Shaping:		
	i) Breaks down target behaviour into concrete steps that can readily be achieved by the child.		

COMPETENCY BAND: BAND D - BEHAVIOUR MANAGEMENT

KNOWLEDGE/PERFORMANCE MEASURES	ASSESSMENT YES	NO

ii) Reinforces successive approximations to the target behaviour.
iii) Uses shaping when:
a) the child does not hold the behaviour in his repertoire (behaviour deficit); or
b) the goal behaviour occurs too infrequently to be systematically reinforced.

b. Cueing:
i) Prearranges the procedures with a child
ii) Implements these procedures at the earliest opportunity (i.e. before the behaviour escalates).
ii) Selects cueing when a more restrictive or drastic form of intervention is not required, and/or when the consequences of the behaviour occurring would not be too severe.

c. Distracting:
i) Recognizes predictable escalating undesired behaviour.
ii) Redirects attention and/or behaviour at early stages thereby avoiding an escalation of the behaviour.
iii) Uses distracting only when:
a) other forms of intervention would be likely to escalate the behaviour (e.g. might reinforce the behaviour);
b) the child could not cope with direct intervention (due to serious vulnerability or overloading).

d. Extinction:
i) Chooses not to respond to undesired behaviour when attending would likely reinforce it.
ii) Ignores a child's undesired behaviour when the behaviour or its consequences are not too severe and can be tolerated in the expectancy that the behaviour will diminish.

e. Punishment:
i) Administers punishment immediately following the undesired behaviour (where possible).

COMPETENCY BAND: BAND D - BEHAVIOUR MANAGEMENT

KNOWLEDGE/PERFORMANCE MEASURES	ASSESSMENT YES	NO
ii) administers punishment that is fitting in severity (i.e. intensity and duration).		
iii) In conjunction with punishment, consistently reinforces pro-social behaviour that is incompatible with the undesired behaviour.		
iv) Administers punishment when the child does not respond to less restrictive or milder forms of intervention (e.g. verbal direction, cueing, ignoring, distracting).		
v) Uses punishment when the undesired behaviour is so severe and so undesirable that it is important to stop it immediately.		
f. Time Out:		
i) Directs child to time-out area.		
ii) Briefly states the behavioural expectations for time-out to be terminated and immediately withdraws without further discussion or response.		
iii) Removes the child from time-out shortly (5-10 minutes) after the desired behaviour has been emitted.		
iv) Uses time out when less restrictive or milder forms of intervention have not been effective (e.g. ignoring, cueing, distracting).		
v) Uses time-out when other forms of intervention would likely be reinforcing.		
g. Situational Exclusions:		
i) Removes child from given situation and states the conditions to be met (if any) for the situational exclusion to be terminated.		
ii) Debriefs and follows up; i.e. assists child in understanding how his behaviour gets him in difficulty.		
iii) Uses situational exclusions only when:		
a) the child's behaviour presents a real physical danger to himself, others or property,		

COMPETENCY BAND: BAND D - BEHAVIOUR MANAGEMENT

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
	b) the child's influence on the group would be detrimental and a less restrictive form of intervention would not work; e.g. the child is intoxicated or;		
	c) a severe form of punishment is required to stop a behaviour and to clearly identify for the child the gravity and unacceptability of the given behaviour(s).		
Behavioural Contracts	1. Can list five (5) basic rules of an effective behavioural contract.		
	2. Can state two (2) reasons why it is important to negotiate the terms of a contract with the child.		
	3. Can gather and document baseline data relevant to the goal of the contract.		
	4. Can write a contract applying at least five (5) basic rules of an effective behavioural contract.		
Rules and Policies	1. Can state agency/unit, philosophy, rules, policies on behaviour management and discipline.		
The Dreikurs Approach to Behavior Management	1. Can define and explain the concept of purposive behavior (misbehavior) as described by Dreikurs.		
	2. Can state: - the end goal of misbehavior - the four (4) immediate goals of misbehavior - the distinction between arbitrary punishment and logical consequences		
	3. Can define: - natural consequences - logical consequences		

COMPETENCY BAND: BAND D - BEHAVIOUR MANAGEMENT

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
	4. Sets behavioral consequences that are logically connected to the behavior.		
	5. States and explains to the child the connection between the consequences and the behavior.		
	6. In dealing with a child whose misbehavior is primarily attention seeking:		
	a. Actively attends to and reinforces the child's strengths and interests and incorporates these strengths and interests into the child's individual treatment plan.		
	b. Teaches desirable alternate ways of getting attention.		
	c. Selectively reinforces child's attention getting behavior by attending to desirable behaviors and ignoring undesirable behaviors.		
	d. When using time-out emphasizes the rights of the group and the need for order.		
	e. Intervenes at an early stage before the child's behavior escalates.		
The Dreikurs Approach to Behavior Management	7. In dealing with a child whose behavior is primarily power oriented:		
	a. Avoids entering into power struggles (does not counter power with power).		
	b. When it becomes necessary to intervene, administers consequences that are logically related to the misbehavior with emphasis on the rules and rights of the group.		
	c. Provides child with choices and other forms of responsibility within his ability, to develop his sense of significance (power).		

COMPETENCY BAND: BAND D - BEHAVIOUR MANAGEMENT

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
	8. When dealing with a child whose behavior is primarily revenge oriented: a. Does not retaliate. b. Uses logical consequences rather than arbitrary forms of punishment. c. Maintains an involved relationship with the child (does not avoid or withdraw from the child).		
	9. When dealing with a child whose behavior is primarily a display of inadequacy: a. Maintains expectations of the child (does not get discouraged, does not "give up", does not take the responsibility for the child and rescue him). b. Maintains an involved relationship. c. Provides encouragement and support, focusing on progress rather than end results. d. Reinforces and develops the child's strengths and skills to enhance his sense of competency and incorporate these skills into the treatment plan. e. Avoids placing child in potential failure situations (e.g. competitive activities that are likely to result in failure).		
Encouragement According to Dinkmeyer & Losconcy	10. Can state the distinctions between discouragement and encouragement.		
	11. Can use the "special language" of encouragement (as defined by Dinkmeyer and Losconcy) by: a. Demonstrating acceptance b. Showing confidence c. Focusing on contributions, assets, and appreciation d. Recognizing effort and improvement.		

COMPETENCY BAND: BAND D - BEHAVIOUR MANAGEMENT

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
Conflict Resolution According to Gordon	12. Can identify and describe the "Six Steps to the No-Lose Method" for resolving conflicts (Parent Effectiveness Training).		
	13. Can demonstrate Gordon's "No-Lose Method" in resolving conflicts with children.		
Departmental Policy	1. Can state Departmental policy on the use of physical restraint and confinement (Child Welfare Manual, Section 13).		
	2. Can state the four stages of intervention which underlie the philosophy statement (Philosophy Regarding Training in the Use of Physical Restraint).		
De-escalating Behavior	1. Can state and describe four reasons why children lose control as identified in the article entitled "Identification of a Child Who is Distressed and Guidelines to Follow to De-escalate the Situation."		
	2. Can demonstrate techniques used to de-escalate acting out behaviour motivated by: a. fear b. frustration c. manipulation d. intimidation		
Non-abusive Restraint	1. Can assess high risk situations thoroughly to ensure every non-physical alternative has been explored and tried.		
	2. Uses physical restraint only in high risk situations which are judged to be harmful to the child, others, or where warranted by damage to property.		

COMPETENCY BAND: BAND D - BEHAVIOUR MANAGEMENT

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
	3. Can demonstrate the ability to place and maintain a child in a non-abusive restraint (basket hold, bear hug, double arm rear restraint).		
	4. Can demonstrate the ability to move a child using a non-abusive "come along" technique alone or with a partner.		
	5. Can state the procedures for executing a non-abusive two person escort.		
	6. Can demonstrate the ability to carry out a two person escort.		
Self Defence	1. Can state the underlying principles of basic escape and defense.		
	2. Can demonstrate non-abusive techniques for being released from arm grasps, hair pulls and chokes.		
	3. Can demonstrate techniques used to defend against punches and kicks.		
	4. Can state the principles which determine how to defend against impromptu weapons.		
	5. Can identify acceptable pressure point escape techniques.		
Role Modelling	1. In interactions with children, models the following: a. empathy b. respect (positive regard) c. genuineness (congruence) d. concreteness (specifically) e. immediacy (openness)		

COMPETENCY BAND: BAND D - BEHAVIOUR MANAGEMENT

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
	2. Models good conflict - resolution skills by: a. responding (attending, communicating, not withdrawing), b. clearly stating the problems, c. communicating respect by making "I" statements (owning one's feelings, avoiding attacking). d. stating expectations (the desired behavior) e. listening to the other person f. negotiating solutions		
Communicating Rules/ Behavioral limits to Child	1. States and explains agency/unit expectations, rules and policies to the child.		
	2. Uses terminology that the child understands.		
	3. Checks to confirm child's understanding of expectations and rules.		

COMPETENCY BAND: BAND E - BAND COMMUNICATION

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
Attending			
Physical Attending	1. Demonstrates the following physical attending behaviors: a. faces the student squarely b. adopts an open posture c. leans toward the student d. maintains good eye contact e. remains relatively relaxed f. maintains appropriate distance		
	2. Demonstrates an awareness of the significance of observing non-verbal behavior for understanding the students frame of reference (i.e. facial expressions, body motions and posture, energy level, general appearance and autonomic physiological responses).		
Psychological Attending	1. Demonstrates the skill of being phychologically ready to receive information through hearing and seeing by: a. being actively alert to what is going on around and inside oneself b. clearing away personal distractions c. being fully present to the student.		
	2. Listens to the student's verbal messages using the framework of experiences, behavior and feelings to ensure adequate understanding and clarification of the problem situation.		
Communication Blocks	1. Can state six of Gordon's Communication Blocks and describe how each stops communication (Parent Effectiveness Training).		
	2. Avoids using Communication Blocks when interacting with others.		

COMPETENCY BAND: BAND E - BAND COMMUNICATION

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
Responding	1. Can identify three components in constructing an 'I' statement (as described by Thomas Gordon, Parent Effectiveness Training).		
	2. Owns ones feelings when interacting with others by using 'I' - statements.		
	3. Responds to both feeling and content when interacting with others (paraphrasing).		
	4. Acknowledges the student's feelings rather than evaluating or predicting the outcome of those feelings.		
	5. Summarizes in a concise, concrete and focused manner.		
	6. Speaks to students at their level of understanding by using appropriate language and choice of words.		
	7. Can define and state the distinction between assertive, aggressive and passive behavior.		
	8. Is assertive in interactions with others.		

COMPETENCY BAND: BAND F - COUNSELLING

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
Counselling Theory	1. a) Can identify situational and individual factors which should be present prior to engaging in a formal counselling relationship with a student.		
	b) Can identify situational and individual factors which may indicate different forms of intervention should be utilized in dealing with children.		
	2. Can identify and describe the three stages of the Problem-Management Model of individual helping and state the goal(s) of each of the stages (The Skilled Helper, G. Egan, Chapter 2).		
	3. Can state the basic value underlying the Problem-Management Model of individual helping (The Skilled Helper, G. Egan, Chapter 2).		
	4. Can state a minimum of five personal qualities of a "high-level" helper (The Skilled Helper, G. Egan, Chapter 1).		
Counselling Skills Stage I - Problem Exploration and Clarification			
Attending and Listening	1. Can describe and demonstrate the following attending skills: a. physical attending b. psychological attending		

COMPETENCY BAND: BAND F - COUNSELLING

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
Helper Response and Client Self-Exploration	2. Appropriately utilizes the following responding skills: a. paraphrasing b. clarifying c. desribing behavior d. checking out (direct and indirect) e. focusing f. reflecting g. summarizing		
	3. Demonstrates the skill of primary level accurate empathy by: a. attending physically and psychologically b. responding frequently and briefly to core messages in a tentative manner c. responding to both feeling and content d. moving gradually towards the exploration of sensitive topics and feelings e. attending to cues that either confirm or deny the accuracy of the helper response f. noting signs of student fear, stress or resistance and responding appropriately (ie. moving more slowly and gently)		
	4. Demonstrates the skill of using probes by: a. using statements rather than questions to help the student see the problem more clearly (as opposed to merely eliciting information) b. using open-ended questions if questions are necessary c. accenting a pertinent word or phrase d. requesting clarification when unable to follow the student's train of thought e. using minimal prompts (for example: "uh-huh," "I see,")		

COMPETENCY BAND: BAND F - COUNSELLING

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
	f. using writing approaches if appropriate (for example: diaries, logs, checklists, etc.)		
The Foundation of Helping	5. Demonstrates respect in the counselling relationship by:		
	a. attending		
	b. suspending critical judgement (acceptance)		
	c. communicating accurate empathy		
	d. helping students cultivate their own resources		
	e. demonstrating appropriate warmth and caring		
	f. using reinforcement appropriately		
	g. being genuine		
	6. Demonstrates genuineness in the counselling relationship by:		
	a. not overemphasizing the role of the helper		
	b. being spontaneous		
	c. being non-defensive		
	d. being consistent		
	e. being open		
	7. Demonstrates concreteness in the helping relationship by assisting the student to:		
	a. identify specific feelings		
	b. identify specific experiences or situations		
	c. identify specific behaviors		

COMPETENCY BAND: BAND F - COUNSELLING

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
Stage II - Developing New Perspectives and Setting Goals			
The Skills of Effective Challenging	1. Utilizes the skill of summarizing to: a. "warm up" the student at the beginning of the interview b. focus scattered thoughts and feelings c. close the discussion on a theme d. check understanding of the interview progress e. encourage the student to explore themes more completely f. terminate the interview with a progress summary g. assure the student of progress		
	2. Utilizes the skill of information - giving to: a. provide the student with new and relevant information b. correct misinformation		
	3. Demonstrate the skill of advanced accurate empathy by: a. giving verbal expression to not only what the student states but also what the student implies b. helping the student to "own" the problem c. identifying recurrent themes d. connecting feelings, experiences and behaviors e. helping the student to draw conclusions from premises f. stating what is vague in a concrete and specific manner g. suggesting alternative frames of references		

COMPETENCY BAND: BAND F - COUNSELLING

KNOWLEDGE/PERFORMANCE MEASURES	ASSESSMENT YES	NO

4. Demonstrates the skill of confrontation by:

   a. pointing out discrepancies (example: between feelings and behavior, verbal and non-verbal expressions, what is idealistic and what is realistic, etc.)
   b. pointing out distortions in the student's view of self, others or the world around him (ie. suggesting alternative frames of reference)
   c. pointing out games, tricks and smokescreens (example: "yes but," approach-avoidance, dependence-independence)
   d. pointing out evasions (example: avoiding real issues, blaming others, helplessness)
   e. pointing out self-defeating attitudes and beliefs
   f. exploring value conflicts
   g. encouraging students to participate in the helping session
   h. restating problems so that they are solvable
   i. encouraging students to "own" the problem

5. Demonstrates the skill of self-disclosure by:

   a. modelling self-disclosure
   b. encouraging the student to engage in self-disclosure
   c. disclosing himself/herself only when it will be helpful to the student in relation to a specific counselling goal
   d. disclosing himself/herself responsibly and appropriately (ie.. not distracting from the student's problem, not adding another burden on to the student).

6. Demonstrates the skill of immediacy by verbalizing thoughts and feelings about what is taking place in the helping sessions that is getting in the way of the counselling process (example: different approaches to life, trust issues, dependency issues, confusion, directionless sessions, attraction, etc.).

COMPETENCY BAND: BAND F - COUNSELLING

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
	7. Utilizes the above challenging skill in a responsible and appropriate manner by: a. keeping the counselling goals in mind (ie. helping the student to clarify the problem situation, develop self-understanding and develop alternative frames of reference) b. helping the student to engage in self-challenge c. earning the right to challenge (ie. quality of the relationship, understanding the student, being open to challenge) d. delivering challenges tentatively and with care, building on successes and, being concrete and specific e. challenging strengths rather than weaknesses f. remaining positive and emphasizing student resources rather than deficits		
Setting Problem-Managing Goals	8. Utilizes the process of shaping to help students move toward clear and specific goals by: a. recognizing the student's declaration of intent (indication that he/she wants to do something to handle the problem) b. helping the student to verbalize generally what he/she would like to do to handle the problem c. helping the student set goals that are: i) clear and specific ii) measureable and verifiable iii) realistic in terms of student resources, environmental conditions, ability to control and cost iv) adequate in that the goals contribute to managing the problem v) in keeping with the student's values vi) set in a reasonable time frame		

COMPETENCY BAND: BAND F - COUNSELLING

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
Stage III-Action			
The Development and Sequencing of Programs	1. Can initiate the problem-management process with a student by: a. identifying program possibilities (brainstorming, using probes) b. choosing programs that are realistic, concrete and specific, fit the student's resources and environmental restrictions, measureable, adequate to meet goals and in keeping with the student's values c. sequencing programs: clarifying what steps are necessary and the order in which the steps are to accomplished		
The Implementation and Evaluation of Programs	2. Can implement the problem-management process with a student by: a. giving the student guidance, support and encouragement b. anticipating and discovering obstacles and potential resources and building in contingency plans when necessary c. teaching the student to be assertive in implementing the program		
	3. Can evaluate the selected program in terms of: a. program participation b. program effectiveness c. goal achievement d. problem resolution of need fulfillment		
	4. Can recycle the problem-management process if: the student is not participating effectively the program is not leading to the stated goal, the gaol is not satisfactorily achieved, the achieved goal does not contribute to the management of the original problem or if new problems arise.		

COMPETENCY BAND: BAND G - NURTURING AND CARING

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
Attending to Basic			
Physical Needs	1. Reinforces and corrects the students in grooming, hygiene, dress, nutrition and social manners.		
	2. Teaches the students (by telling, showing and doing) grooming, hygiene, dress and social manners.		
	3. Notices and responds appropriately when students show mood swings, are tired or ill.		
	4. Provides good role modelling (according to agency policy or standards) in grooming, hygiene, dress, nutrition and social manners.		
Safety & Security Needs	1. Introduces the student to the agency by: a. giving a tour of the facility b. explaining routines and expectations c. introducing other students and the staff d. being available to answer questions and meet needs as they arise; e. showing him his bedroom, where to put his belongings and eating arrangements; and f. reassuring the student he will be cared for.		
	2. Can list and describe three (3) possible ways a student might express his separation anxiety.		
	3. Acknowledges and responds to the student's expressions of separation anxiety.		
	4. Recognizes and provides for the student's need for privacy.		

COMPETENCY BAND: BAND G - NURTURING AND CARING

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
Love & Belonging Needs	1. Includes the student in conversations.		
	2. Invites the student to participate in activities.		
	3. Shows affection and caring by being attentive, anticipating needs, meeting needs and spending social time with the student.		
	4. Demonstrates acceptance of the student by recognizing individuality and providing flexibility when possible.		
Esteem Needs	1. Validates student for who he is (being self) and what he does (doing self) by attending, listening, pointing out strengths of character and skills and reframing perspectives to focus on positives.		
	2. Accepts students total range of emotion; e.g. mistrust, fear, anger, joy.		
	3. Supports students by attending, listening and responding to him.		
	4. Can define, describe and give an example of the concept of 'relabeling' as described by Vorrath and Brendtro in Positive Peer Culture.		
Attending to Developmental Needs			
Trust	1. Can state the three (3) elements of a relationship as described by Brendto in The Other 23 Hours. (Criteria used to determine if a relationship exists.)		
	2. Demonstrates the ability to provide security to the student by:		
	a. being predictable, consistent and reliable (keeping his word);		
	b. being available, approachable, open and honest;		

COMPETENCY BAND: BAND G - NURTURING AND CARING

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
	c. being open to involved relationships; d. giving the student time and space to develop trust; e. providing firm, consistent and caring discipline; and f. being actively involved in the students interests, hobbies and activities.		
	3. Follows routines and enforces rules.		
	4. Intervenes when student's behaviour is endangering self or others.		
Autonomy	1. Promotes independence and autonomy by allowing and encouraging the student to make decisions and to do things for himself.		
	2. Provides student with guidance and discipline necessary to prevent him from losing control of himself or from persisting with irresponsible behaviour.		
Initiative	1. Encourages and responds to student's initiative and never ridicules him.		
	2. Encourages the student's involvement in community activities and outside relationships.		
	3. Maintains an active involvement in the student's interests and activities.		
	4. Provides stimulation to the student by exposing him to ideas, books and community activities.		
Industry	1. Encourages and supports the student in his interests and activities.		
	2. Assists the student with his school work, crafts, and other activities.		
	3. Initiates activities with the student and responds when the student takes initiative.		

COMPETENCY BAND: BAND G - NURTURING AND CARING

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
Identity	1. Does not criticize or ridicule the student who experiments with different roles and identity.		
	2. Is understanding of student's repudiation of choices and provides him with information and guidance as necessary.		
	3. Accurately assesses the student's ability to assume responsibility and encourages and allows the student to make decisions at his level of ability.		

COMPETENCY BAND: BAND H - THE THERAPEUTIC ENVIRONMENT

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
The Therapeutic Milieu	1. Can define the term therapeutic milieu.		
	2. Can define the concept of the mental hygiene appr[illegible] to programming as described by Redl in The Aggressive Child.		
	3. Can identify, describe, and state the impact of minimally 6 of the 12 elements of the therapeutic milieu as described by Redl in "The Concept of the Therapeutic Milieu".		
	4. Can state the agency treatment philosophy.		
	5. Can state his/her own value system and philosophy re: human behaviour (e.g., psychodynamic model; behaviouristic model; a model which emphasizes impact on the group vs individuals; growth model; educational model) and describe: a. how consistent it is with agency philosophy b. how it is expressed in the milieu c. how it impacts the milieu		
	6. Assesses the rules, routines, activities and other treatment interventions of his/her program for: a. their consistency with agency philosophy b. their impact on mental hygiene c. the degree to which children's developmental needs are met d. their impact in teaching living skills e. their facilitation of relationship building f. their consistency with normalization principles g. their flexibility to meet individual needs		

COMPETENCY BAND: BAND H - THE THERAPEUTIC ENVIRONMENT

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
	7. Demonstrates willingness and ability to take remedial measures, when necessary, to change rules, routines, activities and other treatment interventions by: a. stating his/her concerns to the team b. advocating for required change c. proposing viable alternatives d. implementing remedial measures		
Learning Processes	8. Can identify and describe the 4 processes of learning as defined by Trieschman in The Other 23 Hours.		
Teaching Formats (Contexts)	9. Can identify and describe minimally 8 teaching formats (contexts) that can be utilized for teaching competence to children in the therapeutic milieu as described by Whittaker in Caring for Troubled Children, Chapter 2		
Therapeutic Relationship	10. Can state and describe the 3 elements of the therapeutic relationship (as described by Brendtro in The Other 23 Hours)		
	11. Establishes relationships with children characterized by: a. an increased tendency for the child to communicate with the adult and to seek the adult out b. an increased responsiveness of the child to the adult's social reinforcement c. an increased tendency of the child to model the adult's behaviour.		

COMPETENCY BAND: BAND I - HEALTH AND SAFETY

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
Physical Health	1. Assesses the physical health of the student; e.g. checking temperature, noticing if face is flushed or pale, noticing cold symptoms.		
	2. Assesses when a student requires the attention of a medical doctor, optometrist or dentist and uses the agency's referral system and procedures for setting appointments.		
	3. Follows through on appointments by: a. filling prescriptions immediately b. following directions for administering medication precisely; and c. arranging for follow-up appointments.		
	4. Knows the medical background and history of those students for whom the worker has keyworker (or primary worker) responsibilities.		
	5. When a student is on a particular medication, can state the significant side effects of that medication.		
	6. Can state the four (4) major food groups as outlined in the Canada Food Guide.		
	7. Teaches students good nutritional food habits by encouraging good eating habits.		
	8. Promotes physical fitness by initiating physical activities, participating with students, teaching new activities and including exercise programs in activity programs.		
	9. Maintains a current valid, first aid certificate.		
	10. Administers first aid as required.		

COMPETENCY BAND: BAND I - HEALTH AND SAFETY

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
	11. Maintains a clean physical environment.		
Mental Health	1. Reads and keeps informed of the student's background and history in order to be aware of significant data as it pertains to the student's mental health.		
	2. Can state and describe three (3) possible ways a student might express separation anxiety (either upon admission to or discharge from a program).		
	3. Demonstrates an awareness of and sensitivity to behavioural manifestations of separation anxiety by: a. allowing the student time to be by himself b. encouraging contact with family and significant others; c. providing the student time to grieve and to ease into the program d. providing the student with warmth and support; and e. being firm and fair.		
	4. Demonstrates an awareness of suicidal tendencies (such as sustained deviation from that child's typical behaviour) by: a. providing close supervision; and b. understanding suicidal talk and/or behavior as a symptom of severe distress and therefore attempting to meet the child's needs through attention, warmth, encouragement, support, opportunity for discussion, etc.		
	5. Consults with and/or refers a student to psychologists, psychiatrists and other professionals when the student has special needs which are not being met (or cannot be met) by the agency.		

COMPETENCY BAND: BAND I - HEALTH AND SAFETY

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
Sexuality	1. Provides helpful and/or educative responses to students with concerns of a sexual nature by: a. demonstrating willingness and ability to discuss sex, sexuality, dating, birth control, love, homosexuality, masturbation, pregnancy, incest, V.D., etc., in an open nonjudgemental way; b. having knowledge of agencies which will provide information, films and counselling on sexuality; and c. knowing about the physical and emotional changes which occur when the student reaches puberty.		
Safety	1. Demonstrates good sense when using appliances and tools by reading directions, precautions and following recommendations.		
	2. Teaches students the proper use of appliances and tools and supervises the use of them.		
	3. Participates and successfully completes required training courses (swimming, canoeing, cross-country skiing) before planning such activities with students.		
	4. Assesses the level of competence the student has before participating in activities which may involve risk.		
	5. Trains students in activity slowly and systematically to ensure mastery of each step before going on to the next step.		
	6. Can state the fire evacuation procedures and follows them quickly and efficiently.		
	7. Explains fire procedures to the students and emphasizes the importance of the drills.		

COMPETENCY BAND: BAND J - MANAGEMENT OF GROUPS

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
Systems Theory	1. Can describe how the concepts of systems theory are relevant to understanding student groups (for example: homeostatasis, functional behavior)		
	2. Can state and describe the importance of viewing the group as a means as well as a context for change (or as a resource rather than a liability).		
	3. Can identify and discriminate between problems that are related to and maintained by group norms as opposed to problems that are more individual in their etiology.		
	4. Can give an example of a problem that is related to and maintained by group norms.		
Group Assessment Skills	1. Can identify significant factors of group composition of a particular student group (for example: age, maturity, ethnicity, sex).		
	2. Can identify and describe some task, maintenance, and non-productive individual roles in a given student group (for example: initiator, encourager, blocker).		
	3. Can describe some of the major formal rules and informal rules of a given student group which determine the behavior of that group.		
	4. Can describe the following five stages of group development as outlined by Whittaker in Caring for Troubled Children (p. 115-116): a. preaffiliation b. power and control c. intimacy d. differentiation e. separation		

COMPETENCY BAND: BAND J - MANAGEMENT OF GROUPS

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
	5. Can assess the stage of development of a given living group.		
	6. Can identify individual strengths, skills and resources of group members.		
Group Management Skills			
Preventive Interventions	1. Demonstrates a consideration of group composition factors prior to engaging the group (ie. by selecting appropriate activities or intervention techniques for that group).		
	2. Enhances group functioning by:		
	a. reinforcing positive functional behavior		
	b. modelling positive functional behavior		
	c. modelling the following characteristics of effective group membership:		
	i) role mobility and adaptability (task and maintenance roles)		
	ii) consideration and respect of others		
	iii) caring and helpfulness		
	d. cueing positive functional behavior		
	e. teaching positive functional behavior		
	f. channeling, redirecting negative behavior		
	g. soliciting group assistance		
	h. providing opportunities to use strengths, skills and resources		
	i. relabelling behavior		
	j. encouraging group members to assume responsibility for group behavior (reversing responsibility)		
	k. encouraging individuals to take responsibility for their own behavior towards others in the group		
	l. "demanding greatness instead of obedience" (as outlined in Positive Peer Culture)		
	m. initiating activities		

COMPETENCY BAND: BAND J - MANAGEMENT OF GROUPS

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
	n. interacting with students in informal situations as a group member o. leading group activities and maintaining the control required to successfully complete activities p. intervening in group activities when a potentially harmful or unproductive outcome for one or more members is apparent.		
De-escalating Group Contagion	3. Selects and makes appropriate use of the following skills in situations where group contagion is evident a. Calming i) uses moderate voice tone ii) maintains eye contact iii) maintains a non-threatening stance iv) acknowledges emotion and allows for its expression b. Supporting i) maintains non-threatening stance ii) acknowledges emotion and content iii) allows each member to express his/her emotion c. Re-directing i) uses moderate tone of voice ii) gives clear concise instructions as to immediate expectations/activities and plans for follow-up of issues if required iii) allows for and responds calmly to individual objections/ suggestions/concerns d. Separating i) positions himself/herself in a manner which effectively scatters the group ii) ensures physical safety of all group members iii) responds calmly to interactions of group members e. Follow-up, debriefing and resolution i) meets with group or sub-groups or individuals at appropriate time and place		

COMPETENCY BAND: BAND J - MANAGEMENT OF GROUPS

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
	ii) outlines clearly purpose and objectives of the meeting ii) allows each member to appropriately express emotion, concerns, suggestions iv) appropriately expresses his/her concerns to the group, sub-group or individuals v) works towards arriving at an acceptable solution vi) offers alternative solutions if they have been overlooked vii) achieves consensus of solution where possible		
Group Meetings	1. Can describe the difference in purpose and approach between management groups and problem-oriented groups (p. 117-120, Caring for Troubled Children). 2. Convenes, leads and makes appropriate use of management groups and problem-oriented groups. 3. When leading management groups with children, displays the following awareness and skills: a. selects appropriate time and place for meetings b. clearly states purpose and objectives of the meetings c. varies leadership style depending on group composition factors (for example: is more directive with younger, immature children; establishes more ground rules such as "not interrupting") d. models desired behaviors (for example: openness, listening with respect, ability to cope with attacks) e. models both task and maintenance roles f. allows and encourages each member to express his or her opinions/ suggestions/concerns g. allows group participation in decision-making where possible h. reinforces desired behaviors i. teaches desired behaviors		

COMPETENCY BAND: BAND J - MANAGEMENT OF GROUPS

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
	j. discourages non-productive roles and behaviors k. keeps the group on task by clarifying, facilitating, summarizing and reality-testing		
	4. When leading problem-oriented groups with students, displays the following awareness and skills:		
	a. selects appropriate time and place for meetings b. clearly states purpose and objectives of the meeting (ie. identifies discussion goals) c. clearly states rules and expectations and ensures that they are followed (for example: constructive criticism as opposed to personal attacks) d. allows and encourages each member to express his/her emotions, suggestions, opinions and concerns e. keeps the group focused by clarifying, facilitating, summarizing and reality-testing f. assists the group to arrive at a clear statement of the problem g. where necessary priorizes and breaks down the problem into manageable issues for attention h. assists the group to establish concrete, workable goals i. assists the group to arrive at acceptable solutions and means of attaining the goals (encourages negotiation, exploration of alternatives and works toward concensus) j. varies leadership style depending on group composition factors (for example: is more directive with younger, immature students) k. models desired behaviors (for example: task and maintenance roles, openness, respect, caring, warmth, consideration) l. reinforces desired behaviors m. encourages group members to take responsibility for themselves and each other		

COMPETENCY BAND: BAND J - MANAGEMENT OF GROUPS

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
	5. Can describe the purpose of clinical groups as opposed to management or problem-oriented groups.		

COMPETENCY BAND: BAND K - OBSERVING, RECORDING AND REPORTING

KNOWLEDGE/PERFORMANCE	MEASURES		ASSESSMENT YES	ASSESSMENT NO
Discriminating Between Observations and Interpretations	1.	Can describe children's behavior in operational terms without making interpretations, value judgements or inferences.		
	2.	Distinguishes between behavioural observations and interpretations or impressions in reporting and recording.		
Recordings and Reports	3.	Observes the behaviour of children and selects and records significant information in daily logs and in individual student records, where applicable.		
	4.	Is accurate, concise and complete in recording observations.		
	5.	Selects and accurately applies (within designated time lines) the agency's identified method(s) for reports and for the recording of everyday behaviour and events.		
	6.	Completes accurately and within the designated time lines all the required administrative reports and records, e.g. missing person reports, confinement reports, petty cash records, expense accounts, timesheets, damage and accident reports, medical forms, etc.		
	7.	Reads and keeps informed of daily logs, individual logs, progress reports, treatment plans, case conference reports, policies, memos and other required readings.		
Gathering Behavioural Data	8.	Uses behavioural observations and recording as a basis for developing individual treatment programs and evaluating the outcome of behavioural interventions.		

COMPETENCY BAND: BAND K - OBSERVING, RECORDING AND REPORTING

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
	9. In describing behaviour that requires change, can accurately document: a. Locating the behaviour in time b. Locus among people c. Mode and pace of the behaviour d. Developmental level (as described by Trieschman in Chapter 1 of The Other 23 Hours).		
	10. In individual recordings can describe and accurately document the child's: a. response to routines b. response to management efforts c. response to activities d. relationships with peers e. relationships with adults f. attitude toward self		
	11. Can collect baseline data on children's behaviour and graph or chart it accurately.		
	12. Can identify and accurately record the basic human needs and developmental needs motivating the child's behaviour.		
	13. Employs accurate language, syntax, style, grammar, spelling and punctuation in written records, and avoids the use of jargon.		

COMPETENCY BAND: BAND L - PROFESSIONALISM

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
The Child Care Profession	1. Can state minimally three (3) common characteristics that distinguish a group as being truly professional (as described by Berube, Journal of Child Care, Vol. 2, May, 1984).		
	2. Can describe the "turf" (special area of expertise and konwledge of Child Care that makes it separate and distinct from other professions.		
	3. Demonstrates good knowledge, and remains current with, the body of knowledge and practice of child care.		
Professional Knowledge and Conduct			
General	1. In dealing with children, parents, co-workers, other professionals and the public: a. is friendly, pleasant, tactful and co-operative, b. presents articulately, knowledgeably, clearly and coherently, c. demonstrates a tolerance for differences, flexibility, and understanding, d. demonstrates respect, fairness and impartiality, e. personal appearance and behaviour reflects an awareness of self as a representative of the agency, f. demonstrates responsibility and reliability by maintaining regular contact, communicating all relevant and significant information, and consistently following through on commitments, decisions and recommendations, g. initiates, coordinates, attends, and contributes to conferences as needed.		
	2. Demonstrates willingness and ability to move in and out of various roles with children, eg: friend, parent, teacher, counsellor, recreational therapist, behaviour therapist.		

COMPETENCY BAND: BAND L - PROFESSIONALISM

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
	3. Can state and adheres to the agency policies on confidentiality and information disclosure.		
	4. Can state and describe the agency's philosophy, i.e. the basic assumptions and beliefs of the agency's philosophy, its goals, and its methods and procedures for reaching these goals.		
	5. Maintains familiarity with and follows agency policies.		
	6. Knows and follows the overall unit/cottage/program policies, rules, procedures and routines.		
	7. Has read and maintains familiarity with chapter 13 (Residential Resources Program) of the "Child Welfare Programs" manual of ASS&CH (April 1982 edition).		
	8. Arrives at work on time, leaves at designated time, and gives adequate notice when sick.		
	9. Paces oneself and maintains a healthy distance between work and personal life. (Does not become overly involved with the children or the job.)		
	10. Comes to work well-rested, relaxed, and prepared to work.		
Advocacy	1. Can state and describe his/her major advocacy responsibilities in the agency.		
	2. Assumes and carries out advocacy responsibilities as assigned by the agency.		
	3. Ensures that children's views are heard and considered in all decisions affecting them.		

COMPETENCY BAND: BAND L - PROFESSIONALISM

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
	4. Can list minimally eight (8) legal rights of children identified in either the Child Welfare Act, the Young Offenders Act, or the Child Welfare Programs manual.		
	5. Informs children of their rights.		
	6. Can state the agency's grievance procedures for children.		
	7. Informs children of their grievance procedures.		
Team Membership	1. Takes a positive and active part in team meetings and decision making.		
	2. Demonstrates a range and balance of both task and maintenance behaviors in relating to the team.		
	3. Assumes equal share of responsibilities with other team members.		
	4. Demonstrates good communication and problem-solving skills and a positive attitude with team and agency members by: a. communicating in an open, honest and direct manner b. regularly sharing all pertinent information (in written and oral forms) c. appropriately providing team members with positive feedback d. appropriately providing team members with positive confrontation, ie: by stating concerns without attacking (owning feelings and statements) e. appropriately working through any disagreements with co-workers (accepting and following through on decision of supervisors if disagreements still exist) f. accepting and utilizing feedback and constructive criticism from co-workers and supervisors.		

COMPETENCY BAND: BAND L - PROFESSIONALISM

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
	5. Appropriately consults with team members, supervisors and other professionals in making treatment and program decisions.		
	6. Actively works towards resolving differences with other team members and the agency (eg: differences in views, philosophy, values, policies, procedures and practices) by: a. seeking information and striving to understand the perspective of team members, supervisors and the agency, b. stating views and expressing disagreements over issues of significance, in an assertive manner c. using the lines of supervision (where necessary) in order to effect change, d. using the agency grievance procedures (where necessary) in order to effect change		
Values and Ethics	1. Can state and describe the phases of value development (as described by Simon in "Meeting Yourself Halfway).		
	2. Can explain the differences between a professed value and expressed value.		
	3. Can state the possible implications for children in care when they are exposed to staff members who do not know their own values.		
	4. Can state the possible implications for children in care when they are exposed to staff members whose professed values are different from their expressed values.		
	5. Demonstrates congruence between professed and expressed values.		
	6. Models socially acceptable values eg: integrity, respect, fairness, courtesy, and honesty.		

COMPETENCY BAND: BAND L - PROFESSIONALISM

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
	7. Adheres to the Child Care Workers' Association of Alberta "Code of Ethics".		
	8. Can define and given an on-the-job example of "conflict of interests".		
Professional Development	1. Participates in professional development activities, eg: readings, association memberships, workshops and courses.		
	2. Participates with his/her supervisor in developing and implementing training plans by: a. stating needs and soliciting feedback about perceived needs for upgrading, b. participating in training and following through on training plans, c. reviewing training plans at designated intervals.		

COMPETENCY BAND: BAND M - HUMAN DEVELOPMENT APPLIED TO CHILD CARE

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
Cognitive Development According to Piaget	1. Can list the 4 stages of cognitive development.		
	2. Can state the expected age ranges for each stage in the normally developing child.		
	3. Can identify and describe the main abilities and developmental changes occurring at each stage.		
	4. Can identify and describe at least 3 practical implications of Piaget's theory for working with children and state the stages at which these implications occur.		
	5. Demonstrates an understanding of, and sensitivity to, children's stages of cognitive development by: a. for pre-operational stage: i) accepting child's lack of logical thought and understanding, ie, not criticizing or disciplining child for lack of logic. ii) accepting child's egocentricity, ie., not expecting the child to see things from another's point of view, or to display empathic understanding. iii) using primarily the principles of modeling, practice and social learning theory in teaching and developing new skills, knowledge and attitudes. b. for concrete operations stage: i) using concrete and tangible teaching aides, ie., providing child with opportunities to manipulate and actively deal with real objects when learning, rather than diagrams, lectures or discussions. ii) accepting child's lack of abstract reasoning and understanding. iii) using primarily the principles of modeling, practice and social learning theory in teaching and developing new skills, knowledge and attitudes.		

COMPETENCY BAND: BAND M - HUMAN DEVELOPMENT APPLIED TO CHILD CARE

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
	iv) not expecting the child to learn from logical reasoning at an abstract level (e.g. does not rely on talk therapy). c. for formal operations stage: i) using insight and talk therapy, and abstract logic as well as the principles of modeling, practice, and social learning theory in the development and teaching of new skills, knowledge and attitudes. ii) accepting child's (adolescent's) idealism, (more advanced egocentrism), ie., not criticizing or disciplining child for such idealism.		
Moral Developmental according to Kohlberg	1. Can describe the 3 levels of moral reasoning.		
	2. Can identify and describe at least 3 practical implications (in working with children in care) of Kohlberg's theory of moral development.		
	3. Demonstrates an understanding of, and sensitivity to, children's stages of moral development by recognizing that the child's level of moral reasoning will move toward higher levels only when he or she experiences dissonance with his or her current thinking and therefore: a. using discussion for the development of moral reasoning. (Rather than trying to teach values by lecturing.) b. not getting discouraged and/or over critical of a child who appears to be inconsiderate, selfish or manipulative, realizing that his behavior may be consistent with his developmental level of moral reasoning (pre-conventional). c. identifying the predominant values in the child's peer group, (recognizing that at the "conventional" level of moral development, social approval from the child's "significant others" (frequently peers) influences the child's moral reasoning).		

COMPETENCY BAND: BAND M - HUMAN DEVELOPMENT APPLIED TO CHILD CARE

KNOWLEDGE/PERFORMANCE	MEASURES	ASSESSMENT YES	ASSESSMENT NO
Hierarchy of needs according to Maslow	1. Can list and order 5 levels of Maslow's hierarchy of needs.		
	2. Can describe and give examples of behaviors that might be motivated by needs from each of the 5 levels.		
	3. Can identify and describe 5 practical implications of Maslows' theory for working with children in care.		
	4. Demonstrates an ability to accurately assess a child's needs.		
	5. Ensures that lower level are met prior to focusing on higher level needs. (Focuses treatment intervention and program on these needs).		
	6. Maintains an involvement with, and does not become over-critical of, child who is motivated by lower level needs.		
Psychosocial development according to Erikson	1. Can list the 8 stages of psychosocial development.		
	2. Can state the ages at which the first 5 crisis stages normally occur.		
	3. Can identify and describe behaviors that would indicate that a child is struggling with, or has not satisfactorily met his developmental needs at each of the first 5 stages of psychosocial development.		
	4. For each of the first 5 crisis stages, can identify and describe at least 1 practical implication for working with children in care.		
	5. Demonstrates an understanding of children's behavior in relation to developmental needs by:		
	a. for trust versus mistrust:		
	i) being patient, tolerant and persistent with a child who will not involve himself in human relationships,		

COMPETENCY BAND: BAND M - HUMAN DEVELOPMENT APPLIED TO CHILD CARE

KNOWLEDGE/PERFORMANCE MEASURES	ASSESSMENT YES	NO
ii) providing child with structure, consistency, reliability and predictability to overcome his lack of trust,		
b. for autonomy versus shame or doubt:		
i) supporting and encouraging the child in his attempts to assert himself and do things for himself,		
ii) providing the child with firm limits when his attempts to get his own way are unacceptable,		
c. for initiative versus guilt:		
i) supporting and encouraging the child in his attempts to influence his environment and relationships, i.e. encourages creativity, does not demean the child for his ideas, failures, or attempts at exploration,		
ii) does not over-protect or over-control the child; emphasizes the child's ability to control himself,		
iii) is supporting and encouraging to the child who is afraid to try to initiate,		
d. for industry versus inferiority:		
i) supporting and encouraging the child in his attempts at mastery (achieving a sense of accomplishment and productivity) in school, the family, and the community or residence,		
e. for identity versus identity diffusion:		
i) being accepting and maintaining a relationship with the youth who experiments with different roles, seeks independence and challenges rules,		
ii) maintaining clear expectations, and providing guidance and a consistent role model for the youth,		
iii) assessing the youth's ability to make responsible choices and encouraging his independent decision-making in these areas.		

ACTIVITY PROGRAMMING
WRITTEN EXAMINATION QUESTIONS

1. Describe the role of activities as a component of the child's overall treatment program (as described by Whittaker in Chapter III of the Other 23 Hours).

2. List and describe five purposes which might be accomplished for the individual child in activity programming.

3. List and describe three individual variables and three group variables which must be evaluated in selecting activity programs (as described by Whittaker in Chapter III of the Other 23 Hours).

4. List and describe minimally four activity-setting dimensions which must be evaluated in selecting activity programs as described.

5. Describe four skills which the child care counsellor utilizes in implementing activities.

6. The child's successful reintegration into the community is the primary goal of treatment. How can the child care counsellor ensure the child's successful reintegration into community activities.

INDIVIDUAL PROGRAM PLANNING
WRITTEN EXAM QUESTIONS

1. Identify and describe the 4 phases of the treatment planning process.

2. Identify the elements of the relationship (as described by Trieschman et al) and describe the relationship - resistant child.

3. Identify and give an example of the 3 categories of problem behaviors (as described by Whittaker) and suggest a treatment intervention for each.

4. Translate each of the following problems into operational pro-social target behaviors:

    1. May is aggressive
    2. Sam has low self-esteem
    3. Joanne is easily influenced by her peers
    4. Billy is uncooperative

5. Using your own example, complete a functional analysis of a problem behavior. Translate this problem behavior into a pro-social target behaviour.

6. Suggest a proactive treatment intervention for the problem behavior of physical and verbal aggression with peers.

7. Using the example of a child with whom you have worked, identify one long term goal and one short term goal, stating each in operational terms.

8. Describe the concept of family system and identify its constituent elements (as described by Freeman).

9. State the distinctions between open and closed family systems and list five (5) characteristics of each (as described by Satir).

10. List minimally 5 ways of enlisting parental involvement in the life space (as described by Whittaker in Caring for Troubled Children).

TEACHING LIVING SKILLS
WRITTEN EXAM QUESTIONS

1. Identify and describe the four processes of learning as defined by Trieschman.

2. Identify and describe minimally five major instructional components for developing a systematic plan of instruction.

BEHAVIOR MANAGEMENT

WRITTEN EXAMINATION QUESTIONS

1. Define and give an on-the-job example of:

   a. behavior
   b. operant behavior
   c. respondent behavior
   d. an antecedent to a behavior
   e. a consequence
   f. a behavioral deficit
   g. a behavioral excess
   h. a behavioral contingency

2. Define and give an on-the-job example of:

   a. positive reinforcement
   b. negative reinforcement
   c. unconditioned (primary) reinforcers
   d. conditioned (secondary) reinforcers
   e. continuous reinforcement schedule
   f. intermittent reinforcement schedule
   g. the Premack Principle

3. Define and give an on-the-job example of:

   a. extinction
   b. target behavior
   c. deprivation
   d. satiation
   e. cueing

4. Define "time-out" ("classical time-out") and "situational exclusion". State the difference between the two, and when you would use each of the two techniques. State two (2) conditions (factors) for the effective use of Time Out.

5. Define punishment (positive and negative). Describe when it should be used, listing three (3) factors influencing it effectiveness, and three (3) possible negative effects it can have.

6. List and describe three (3) factors involved in the effective use of positive reinforcement.

7. State, describe and give an example of three (3) intervention techniques that could be used to prevent an individual negative behavior from escalating in frequency and/or intensity.

8. What is the distinction between systematic and accidental conditioning. Give an on-the-job example of each.

9. Define shaping. State when it would be used and give an on-the-job example demonstrating how it would be applied.

10. What are five (5) elements (basic rules) for contingency contracting.

11. Define and explain the concept of "purposive behavior" (misbehavior) as described by Dreikurs.

12. What is the end goal of misbehavior and what are the four (4) immediate goals of misbehavior as defined by Dreikurs. Explain each one.

13. Define and state the difference between "logical consequences", "natural consequences" and "arbitrary punishment" as described by Dreikurs.

14. State and explain the "Six Steps to the No-Lose Method" for resolving conflicts (as described by Gordon in Parent Effectiveness Training).

15. List six characteristics of an encouraging person. For each characteristic, write a phrase which demonstrates how that characteristic shows encouragement.

16. State the regulations (as outlined in the Child Welfare Manual) regarding confinement of a child. Your answer should include the following:

    a) Three (3) situations which may require the use of confinement.

    b) Who decides if a child should be confined.

    c) After what length of time must the Director of the agency be notified of the confinement.

    d) After what length of time must a representative of the Child Welfare Branch authorize further confinement?

    e) What is the maximum period of consecutive confinement for any child?

17. State four common reasons why children lose control of themselves. For each reason, state the goal of the intervention, and list techniques which will de-escalate the child.

COMMUNICATION
WRITTEN EXAM QUESTIONS

1. Define the following:

   a. physical attending
   b. psychological attending

2. List six of Thomas Gordon's Communication Blocks and describe how each stops communication.

3. Define and state the distinction between assertive, aggressive and passive behavior.

COUNSELLING
WRITTEN EXAM QUESTIONS

1. a) Identify situational and individual factors which should be present prior to engaging in a formal counselling relationship with a student.

   b) Identify situational and individual factors which may indicate different forms of intervention should be utilized in dealing with children.

2. Describe the process of counselling in terms of the three stages of the Problem-Management Helping Model.

3. What does it mean to "demonstrate respect" for the student in the counselling relationship and why is this important in the helping process?

NURTURING AND CARING
WRITTEN EXAM QUESTIONS

1. Conclusions about your acceptability can be derived in at least five ways. List and explain three of the five processes as defined by Johnson in Reaching Out.

THE THERAPEUTIC ENVIRONMENT
WRITTEN EXAMINATION QUESTIONS

1. Define and discuss the concept of the "therapeutic milieu."

2. Define the concept of the mental hygiene approach to programming as described by Redl in The Aggressive Child.

3. Identify, describe and state the impact of minimally 6 of the 12 elements of the therapeutic milieu as described by Redl in "The Concept of the Therapeutic Milieu".

4. Identify and describe the 4 processes of learning as defined by Trieschman in The Other 23 Hours.

5. Identify and describe minimally 8 teaching formats (contexts) that can be utilized for teaching competence to children in the therapeutic milieu as described by Whittaker in Caring for Troubled Children, Chapter 2.

6. State and describe the 3 elements of the therapeutic relationship (as described by Brendtro in The Other 23 Hours).

MANAGEMENT OF GROUPS
WRITTEN EXAMINATION QUESTIONS

1. Describe how the concepts of systems theory are relevant to understanding student groups. (Your answer should identify and define some of these concepts.)

2. Describe the importance and the implications of viewing the group as a means as well as a context for change (or as a resource rather than as a liability).

3. Define and describe the concepts of:

   a. relabeling behavior
   b. reversing responsibility
   c. soliciting group assistance
   d. demanding greatness instead of obedience

4. List and describe minimally three (3) ways of de-escalating group contagion.

5. List and describe minimally (5) five ways of enhancing group functioning.

6. Describe the difference in purpose and approach between management groups and problem-oriented groups.

7. Describe and state the distinction between problems that are maintained by group norms and problems that are more individual in etiology.

PROFESSIONALISM
WRITTEN EXAM QUESTIONS

1. Describe the "turf" of child care, i.e., the area of knowledge and expertise that makes it separate and distinct from other professions.

2. State minimally three (3) characteristics that distinguish a group as being truly professional and discuss where we are in Alberta relative to these characteristics in professionalizing the field of child care.

3. Identify minimally eight (8) legal rights of children identified in either the Child Welfare Act, the Young Offenders Act, or the child Welfare Programs manual.

4. State and describe the phases of value development as described by Simon in "Meeting Yourself Halfway."

5. State the difference between a professed value and an expressed value. Discuss the possible implications for children in care when they are exposed to staff members whose professed values are different from their expressed values.

HUMAN DEVELOPMENT APPLIED TO CHILD CARE
WRITTEN EXAM QUESTIONS

1. List the 4 stages of cognitive development according to Piaget; state the expected age ranges for each stage in the normally developing child and; identify and describe the main abilities and developmental changes occurring at each stage.

2. List and describe minimally 3 practical implications of Piaget's theory of cognitive development for working with children and state the stages at which these implications occur.

3. Describe the 3 levels of moral reasoning according to Kohlberg and identify and describe minimally 2 practical implications of the theory for working with children in care.

4. List in order the 5 levels of Maslow's hierarchy of needs; describe and give examples of behaviours that might be motivated by needs from each of the 5 levels, and; identify and describe 2 practical implications of the theory to working with children in care.

5. List the 8 stages of psychosocial development according to Erickson, stating the ages at which the first 5 stages normally occur. Identify and describe behaviours that would indicate that a child is struggling with, or has not satisfactorily met his developmental needs at each of the first 5 stages.

6. For each of the first 5 stages of psychosocial development according to Erikson, identify and describe at least 1 practical implication for working with children in care.

APPENDICES

A. Suggested Training Plan Format

B. Application for Certification

C. Letter of Endorsement

D. Required and Suggested Readings by Band/Topic

E. Composite Bibliography of Required and Suggested Readings

F. Tripartite Agreement

SUGGESTED TRAINING PLAN FORMAT

APPENDIX A

TRAINING PLAN FORMAT

The Training Plan is an agreement between the Child Care worker and supervisor outlining the planning and action required to complete a particular skill and knowledge area.

Initially, the child care worker and supervisor determine what areas require training or assistance using the "Assessment Tool". When this has been determined, a training plan is completed focusing on specific skill and/or knowledge areas.

The plan should meet the following criteria:

1. Goal statements should be articulated along with an indication of how these goals will be achieved. The child care worker and supervisor may, for example, agree that the skills and knowledge may be obtained by taking courses or on-the-job training over a specific period.

2. Provision should be made for feed-back to enable corrective action and final evaluation to take place.

3. Proposed activities should be scheduled specifying commencement dates, target dates for each stage/steps as well as a completion date.

4. If appropriate, the plan should also indicate "who" is responsible for "what".

5. Indication should be provided of resources to be used in achieving the identified goals.

TRAINING PLAN

AGENCY: _____

NAME: _____ DATE: _____

SUPERVISOR'S NAME: _____ COMPETENCY AREA: _____

PLAN	IMPLEMENT		EVALUATE
GOAL	WORK PLAN (PROCEDURES TO IMPLEMENTATION)	INDICATORS OF SUCCESS (WITH DEADLINES)	PROGRESS REVIEW (WERE GOALS MET: WORKPLAN COMPLETED?)
			DATE:

APPENDIX B

Application for Certification

Submit to: Chairperson, Certification Panel
6th Floor, South Tower
Seventh Street Plaza
10030 - 107 Street
Edmonton, Alberta T5J 3E4

PERSONAL DATA

NAME ( ) surname first middle

ADDRESS street & number city/town phone postal code

NAME OF EMPLOYER Date of Employment ___/___ (mo. yr.) Position

---

PREVIOUS CHILD CARE EXPERIENCE (If additional space is required use back)

Employer _____

Address _____

Telephone _____

Date of Employment: From ___/___ (mo. yr.) to ___/___ (mo. yr.)

Position _____

Employer _____

Address _____

Telephone _____

Date of Employment: From ___/___ (mo. yr.) to ___/___ (mo. yr.)

Position _____

EDUCATION

Highest grade completed in school _____

University or College Institution	Major	Degree/Diploma	Started/Left
_____	_____	_____	__/__ __/__ mo.yr. mo.yr.
_____	_____	_____	__/__ __/__ mo.yr. mo.yr.
_____	_____	_____	__/__ __/__ mo.yr. mo.yr.

ADDITIONAL INFORMATION:

APPLICANT'S SIGNATURE: _____

APPENDIX C

Endorsement of Supervisor and Agency

RE: _____ Date: _____

I recognize that the certification program is competency-based and that as such the supervisor plays the most significant role in preparing his/her staff for certification, in assessing the candidate's level of competency, and in determining if the applicant is ready for certification.

In recognition of the above I hereby attest that:

1. I have assessed the candidate in relation to the areas of competency identified in the certification program.

2. I have assisted the candidate in the development and implementation of goals and activities to ensure that the competencies were met.

3. I am now able to endorse and support the candidate's application for certification knowing that the competencies have been satisfactorily met and demonstrated on the job.

Signature: _____
Supervisor

Signature: _____
Agency Administrator

APPENDIX D

REQUIRED AND SUGGESTED READINGS BY BAND/TOPIC

BAND/TOPIC	TITLE	PAGES OR CHAPTER	AUTHOR	PUBLISHER/ YEAR	SUGGESTED OR REQUIRED
A. ACTIVITY PROGRAMMING BAND	The Other 23 Hours "Program Activities, Their Selection and Use in A Therapeutic Milieu"	Ch. 3	Trieschman Whittaker Brendtro	Aldine (Chicago) 1969	Required
	The Aggressive Child "Programming for Ego Support"	Ch. 2 (pg. 318)	Redl Winemen	The Free Press (New York) 1957	Required
	The New Games Book		Fluegelman (Editor)	Doubleday (New York) 1976	Suggested
B. INDIVIDUAL PROGRAM PLANNING BAND	The Other 23 Hours "Establishing Relationship Beachheads".	Ch. 2	Trieschman Whittaker Brendtro	Aldine (Chicago) 1969	Required
	Caring For Troubled Children "Assessing Child Problems and Creating a Helping Environment"	Ch. 2	Whittaker	Jossey-Bass (San Francisco) 1979	Required

* In most instances, use of the word required means the material is referred to in the certification bands/assessment tool and examination questions.

BAND/TOPIC	TITLE	PAGES OR CHAPTER	AUTHOR	PUBLISHER/ YEAR	SUGGESTED OR REQUIRED
C. TEACHING LIVING SKILLS BAND	The Other 23 Hours	pp. 23-37	Trieschman Whittaker Brendtro	Aldine (Chicago) 1969	Required
	"Procedures for Developing a Systematic Plan of Instruction". (Article)		Donavon Bentz	ASSCH Child Care Training Unit, 1984	Required
D. BEHAVIOR MANAGEMENT BAND	Changing Children Behavior		Krumboltz, J.P. & Krumboltz, H.B.	Prentice-Hall (New Jersey) 1972	Required
1. Social Learning Theory	New Tools for Changing Behavior		Deibert & Harmon	Research Press (Illinois) 1973	Suggested
	The Young Child (Vol. 2) "Some Effects of Punishment on Childrens Behavior".		Haatup (Ed)	National Assoc. for The Education of Young Children (Washington) 1972	Suggested
	A Conversation with B.F. Skinner (film)			McGraw Hill 1972	Suggested

BAND/TOPIC	TITLE	PAGES OR CHAPTER	AUTHOR	PUBLISHER/ YEAR	SUGGESTED OR REQUIRED
2. Management of Children's Behavior	A New Approach to Discipline: Logical Consequences	Ch. 1,2, 3,4	Driekurs, R. Grey, L.	Clarke, Irwin & Co. (Toronto) 1968	Required
	Parent Effectiveness Training (P.E.T.)	Ch. 1,2, 3, 13	Gordon, T.	The New American Library of Canada Ltd. (Scarborough Ontario) 1970	Required
	The Encouragement Book	Ch. 1,12	Dinkmeyer, D & Losoncy, L.E.	Prentice-Hall (New Jersey) 1980	Suggested
	"Encouragement"		Tyler-Neher, J. (Adapted from Dinkmeyer and Losoncy; S.T.E.P.)	ASSCH Child Care Training Unit, 1984	Required
	Children the Challenge		Driekers, R.	Clarke, Irwin (Toronto) 1964	Suggested
	"Logical Consequences: A Key to the Reduction of Disciplinary Problems" Phi Delta Kappa (Journal)		Dinkmeyer, & Dinkmeyer	June, 1976	Suggested

BAND/TOPIC	TITLE	PAGES OR CHAPTER	AUTHOR	PUBLISHER/ YEAR	SUGGESTED OR REQUIRED
	"The A.B.C.'s of Guiding the Child"		Dreikurs, & Goldman	Dreikurs Unit of Family Education Assoc. (Chicago)	Suggested
Strategies in High Risk Situations	Child Welfare Policy Manual	Ch. 13		Alberta Social Services & Community Health	Required
	When We Deal With Children	pp. 346-377	Redl, F.	The Free Press (New York)	Required
	"Philosophy Regarding Training in the Use of Physical Restraint".		Romito, R.	ASSCH Child Care Training Unit, 1984	Required
	"Identification of a Child Who is Distressed and Guidelines to Follow to De-escalate the Situation".		Wilson, M. (Adapted from P.A.R.T.)	ASSCH Child Care Training Unit, 1984	Required
	"Non-Abusive Restraint and Self Defense"		Dunnigan, N.	Child Care Training Unit, 1984	Required

BAND/TOPIC	TITLE	PAGES OR CHAPTER	AUTHOR	PUBLISHER/ YEAR	SUGGESTED OR REQUIRED
E. COMMUNICATION	The Skilled Helper (the second edition)	Ch. 3	Eagan, G.	Brooks/ Cole (Montery) 1975	Required
	Parent Effectiveness Training	Ch. 3,4,6 7	Gordon T.	New Ameri- can Library (Scarborough Ontario) 1970	Required
	The Other 23 Hours	Ch. 3	Trieschman Whittaker Brendtro	Aldine (Chicago) 1969	Required
Assertiveness Training Topic	Creative Aggression	Ch. 1,19	Bach, G Goldberg H.	Anchor Press (Garden City) 1983	Required
	The 1976 Annual Handbook For Group Facilitators "Assertion Theory"			University Associates Inc. (California) 1976	Required
F. COUNSELLING BAND	The Skilled Helper (second edition)	Ch. 1-7 & Ch. 10	Egan, G.	Brooks/Cole (California) 1975	Required

BAND/TOPIC	TITLE	PAGES OR CHAPTER	AUTHOR	PUBLISHER/ YEAR	SUGGESTED OR REQUIRED
	The Helping Relationship	Ch. 2 & 4	Brammer, L.	Prentice-Hall (New Jersey) 1979	Required
	"Counselling on the Run"		Hamilton-Wenham Regional High School	Project Adventure A Title III Project 775 Bay Road, Hamilton, Ma. 01936	Required
G. NURTURING AND CARING	Peoplemaking	Ch. 2,3 5,6,7	Satir, V.	Science & Behavior Books (Palo-Alto) 1972	Required
	The Other 23 Hours	Ch. 2	Trieschman Whittaker Brendtro	Aldine (New York) 1969	Required
	Positive Peer Culture	P. 29-34	Vorrath Brendtro	Aldine (Chicago) 1974	Required
	Reaching Out (2nd Ed)		Johnson, D.	Prentice Hall (New Jersey) 1981	Suggested

BAND/TOPIC	TITLE	PAGES OR CHAPTER	AUTHOR	PUBLISHER/ YEAR	SUGGESTED OR REQUIRED
H. THE THERAPEUTIC ENVIRONMENT	Children Away From Home "The Concept of a Therapeutic Milieu"	Part 1 Ch. 2 pp. 55-70	Whittaker & Treischman	Aldine (Chicago) 1972	Required
	Controls from Within (in The Aggressive Child	Ch. 2 p. 318-	Redl Winemen	The Free Press (New York) 1957	Required
	The Other 23 Hours	Ch. 1-6	Trieschman Whittaker Brendtro	Aldine (Chicago) 1969	Required
	Caring for Troubled Children	Ch. 1-4	Whittaker, J.	Jossey-Bass (San Francisco) 1980	Required
	When We Deal With Children		Redl, F.	The Free Press (New York) 1966	Suggested
	The Aggressive Child (single volume edition of Children Who Hate and Control from Within		Redl, F. Winemen, D.	The Free Press (New York) 1957	Suggested

BAND/TOPIC	TITLE	PAGES OR CHAPTER	AUTHOR	PUBLISHER/ YEAR	SUGGESTED OR REQUIRED
	Child Care Work with Emotionally Disturbed Children		Vander Ven et al		Suggested
	Children Away From Home		Wittaker, J. Trieschman, A.	Aldine (Chicago) 1972	Suggested
I. HEALTH AND SAFETY					
Sexuality	"A Comprehensive Sexual Abuse Treatment Program" Child Abuse and Neglect (Journal) originally in Sexually Abused Children and Their Family	pp. 263-278	Giaretto, H.	Vol. 6 1982	
			Mrazek, P.B. & Kempe, C.H.	Pergamon Press (Oxford) 1981	Suggested
	"Symposium: Sex Education and Residential Child Care"		Gitelson, P. (Ed)	Child Care Quarterly Vol. 6 1977	Suggested
	Film "Killing Us Softly" "Childhood Sexual Abuse"				
J. MANAGEMENT OF GROUPS	Positive Peer Culture	Ch. 1,3,7	Vorath & Brendtro	Aldine (New York) 1974	Required

BAND/TOPIC	TITLE	PAGES OR CHAPTER	AUTHOR	PUBLISHER/ YEAR	SUGGESTED OR REQUIRED
	Caring For Troubled Children	Ch. 4	Whittaker	Jossey-Bass (San Francisco) 1980	Required
	Fundamentals of Group Child Care	Ch. 11	Adler J.	Ballinger (Massachusetts) 1981	Required
	"Concepts of Systems Theory"		Dumbeck, S.	ASSCH Child Care Training Unit, 1984	Required
K. OBSERVING, REPORTING AND RECORDING	The Other 23 Hours	Ch. 1 & 8	Trieschman Whittaker Brendtro	Aldine (Chicago) 1969	Required
	New Tools For Changing Behavior	Ch. 3	Diebert Harmon		Required
	Fundamentals of Group Child Care	Ch. 8	Adler. J.	Ballinger (Massachusetts) 1981	Required
	When We Deal With Children	333-345	Redl, F.	The Free Press (New York) 1966	Required

BAND/TOPIC	TITLE	PAGES OR CHAPTER	AUTHOR	PUBLISHER/ YEAR	SUGGESTED OR REQUIRED
	The Eye of the Beholder (Film)				Suggested
	The Party (Film)				Suggested
L. PROFESSIONALISM	"Professionalism in Context", Ohio State Law Journal, Vol. 26, 1965	pp. 53-65	Frymier, J.R.	Dept. of Education Ohio State University	Required
	"On Being Truly Professional" Child Care Quarterly, 9(4) Winter 1980	243-250	Lucas, A.K.	705, Greenwood Road Chapel Hill N.C.	Required
	"What is a Professional Helper" Helping Relationships: Basic Concept for Helping Professions	Ch. 1	Combs, S.W. Avila, P.L. Purkey, W.W.	Allyn & Bacon (Boston) 1971	Required
	"Formal Educational Preparation: The Structural Prerequisite to the Professional Status of the Child Care Worker:		Austin, David	Child Care Quarterly 10(3), Fall 1981	Required
	"Professionalization of Child Care A Canadian Example		Berube, Pierre	Journal of Child Care Vol. 2, No. 1, May 1984	Required

BAND/TOPIC	TITLE	PAGES OR CHAPTER	AUTHOR	PUBLISHER/ YEAR	SUGGESTED OR REQUIRED
Values Clarification	"Values and Value Issues In Child Care" The Child Care Professional: Looking Forward...		O'Reilly, W.G. Fazzone, Roger A (Ed)	Collegium Book Publishers	Required
	"Towards a Modern Approach to Values" The Valuing Process in the Mature Person", Journal of Abnormal and Social Psychology	p. 160-167	Roger, C.R.	Vol. 68 No. 2 1968	
	Meeting Yourself Halfway Argus Communications, Allen, Texas, 75002, 1974	p. xiii-xv p. 36-43	Simon, S.	Argus Communications Allen, Texas, 75002 1974	Required
	"Applying Kohlberg" Theory of Moral Development in Group Care Settings"		Larsen, J.A.	Child Welfare Vol. LX. No. 10, Dec. 1981	Suggested
	"Moral Development in the School-Aged Child", Moral Development And Behavior	p. 356	Likona, T. (Ed)	Holt, N.Y., 1976	Suggested
	Values Clarification: A Handbook of Practical Strategies for Teachers and Students		Simon, S. et al	Hart Pub. C. 1972	Suggested

BAND/TOPIC	TITLE	PAGES OR CHAPTER	AUTHOR	PUBLISHER/ YEAR	SUGGESTED OR REQUIRED
	"Attitudes and Beliefs", Psychology: Understanding Human Behavior,	Ch. 6	Baron R. et al	Hatt Reinhart and Winston Toronto 1967	Suggested
M. HUMAN DEVELOPMENT APPLIED TO CHILD CARE	Childhood and Society (2nd Edition)	Ch. 7	Erickson Eric H.	W.W. Norten (New York) 1963	Required
	"Applying Kohlbergs Theory of Moral Development in Group Care Settings" (Address requests for a reprint to John A. Larsen, Ph.D. Midwest Christian Counselling Center, 4620, J.C. Nichols Parkway, Suite 403, Kansas City, MO 64112)		Larsen, John A.	Child Welfare Volume LX No. 10 Dec. 1981	Required
	Motivation and Personality (2nd Edition)	Ch. 4	Maslow, A.	Harper & Row (New York) 1970	Required
	"Kohlbergs Cognitive Development Approach to Adolescent Morality"		Muuss, Rolf E.	Adolescence Vol. XI, No. 41 Spring, 1976	Required

BAND/TOPIC	TITLE	PAGES OR CHAPTER	AUTHOR	PUBLISHER/ YEAR	SUGGESTED OR REQUIRED
	A Primer on Piaget (Available for 75¢ per copy from Phi Delta Kappa Eight and Union, Box 789 Bloomington, Indiana 47402)		Penrose, W.O.	Phi Delta Kappa Educational Bloomington, Indiana	Suggested
Family Involvement In Care	Peoplemaking	Ch. 1-8	Satir. V.	Science and Behavior Books, Inc. Palo Alto, California (1979)	Required
	Psychological Problems of the Child and his Family	Ch. 3	Steinhauer & Rae-Grant	The Macmillan Co. of Canada 70 Bond St. Toronto, Ont. M5B 1X3 (1977)	Required
	Caring for Troubled Children	Ch. 6	Whittaker, James K.	Josey-Bass, Inc., Pub., San Francisco California 94104 (1979)	Required
	"The Family Systems Practice Model: Underlying Assumptions"		Freeman, David U.B.C.	Handed out at the Northern B.C. Child Care Conference	Suggested

BAND/TOPIC	TITLE	PAGES OR CHAPTER	AUTHOR	PUBLISHER/ YEAR	SUGGESTED OR REQUIRED
	Family Counselling	Ch. 2	Perez Educational	Litton Pub. Inc. D. Van Nostrand Co. 135 West 50th St. New York 10020 (1979)	Suggested
	The Family Crucible		Whittaker, J.K. Napier, A.Y.	Bantum Books Canada, Inc. Toronto	Suggested

APPENDIX E

COMPOSITE BIBLIOGRAPHY OF REQUIRED[1] READINGS

BOOKS

Adler, J., Fundamentals of Group Child Care, Ballinger (Massachusetts) 1981.

Bach, G., Goldberg, H. Creative Aggression, Anchor Press (Garden City) 1983.

Bramer, L., The Helping Relationship, Prentice-Hall (New Jersey) 1979.

Deibert & Harmon, New Tools For Changing Behavior, Prentice-Hall (New Jersey) 1980.

Driekurs, R., & Grey, L., A New Approach to Discipline; Logical Consequences, Clarke, Irwin & Co. (Toronto) 1968.

Egan, G, The Skilled Helper (second tion), W.W. Norten (New York) 1963.

Gordon, T. Parent Effectiveness Training (P.E.T.), The New American Library of Canada Ltd. (Scarborough, Ontario) 1970.

Krumboltz & Krumboltz, Changing Childrens Behavior, (Prentice-Hall) 1972.

Maslow, A, Motivation and Personality (second edition), Harper & Row (New York) 1970.

Redl, F, When We Deal With Children, The Free Press (New York), 1966.

Redl & Winemen; The Aggressive Child, The Free Press (New York) 1957.

Satir, V., Peoplemaking, Science & Behavior Books (Palo - Alto) 1972.

Simon, S., Meeting Yourself Halfway, Argus Communications, (Allen, Texas) 1974.

Trieschman, et al, The Other 23 Hours, Aldine (New York) 1969.

Vorrath & Brendtro, Positive Peer Culture, Aldine (Chicago) 1974.

Whittaker, Caring for Troubled Children, Jossey-Bass (San Francisco) 1979.

Whittaker & Trieschman, Children away From Home, Aldine (Chicago) 1972.

---

1 In most instances, use of the word required means the material is referred to in the certification bands/assessment tool and examination questions.

REQUIRED ARTICLES & JOURNALS

Austin, David, "For Education Preparation: The structural Prerequisite to the Professional Status of the Child Care Worker". Child Care Quarterly 10(3), Fall 1981.

Bentz, D. "Procedures for Developing a Systematic plan of Instruction". unpublished article. (ASSCH Child Care Training Unit).

Combs, S.W.,et al, "What is a Professional Helper". Helping Relationships: Basic Concepts for the Helping Professions, Allyn & Bacon (Boston) 1971.

Dumbeck, S, "Concepts of Systems Theory" unpublished article. (ASSCH Child Care Training Unit).

Dunnigan, N, "Non Abusive Restraint and Self Defense" unpublished article.

Frymier, J.R., "Professionalism in Context", Ohio State Law Journal, vol. 26, 1965, Dept. of Education Ohio State University.

Hamilton-Wenjam Regional High School "Counselling on the Run ", Project Adventure A Title III Project 775 Bay Road, Hamilton, MA. 01936.

Larsen, John A. "Applying Kohlbergs Theory of Moral Development In Group Care Settings" (Address requests for a reprint to John A. Larsen, Ph.d. Midwest Christian Counselling Center, 4620, J.C. Nichols Parkway, Suite 403, Kansas City, MO 64112). Child Welfare volume LX. no. 10 Dec. 1981.

Lucas, A.K. "On Being Truly Professional" Child Care Quarterly, 9(4) Winter 1980, 705 Greenwood Road, Chapel Hill N.C.

Muuss, Rolf E. "Lohlbergs Cognitive Development Approach to Adolescent Morality". Adolescence vol. XI, no, 41 spring, 1976.

Romito, R. "Philosophy Regarding Training in the use of Physical Restraint". unpublished article. (ASSCH Child Care Training Unit).

Tyler-Neher, J. "Encouragement". Unpublished article. (ASSCH Child Care Training Unit).

Wilson, M. (adapted from P.A.R.T.) "Identification of A Child Who is Distressed and Guidelines to follow to De-escalate Situation". unpublished article.

Child Welfare Policy Manual - ch. 13, Alberta social Services & Community Health.

The 1976 Annual Handbook for Group Facilitators "Assertion Theory". University Associates Inc. (1976).

COMPOSITE BIBLIOGRAPHY OF SUGGESTED READINGS

BOOKS

Dinkmeyer. D. & Losoney, L.E. The Encouragement Book, Prentice - Hall (New Jersey) 1980.

Dreikurs, R. Children the Challenge. Clarke, Irvine & Co. Ltd., Toronto and Vancouver, 1964.

Fluegelman (Editor), The New Games Book, Doubleday (New York) 1976.

Johnson, David W. Reaching Out. Second Edition. Prentice-Hall, Inc., Englewoods Cliffs, New Jersey 07632, 1981.

Likoma, T. (ED) Moral Development and Behavior. Holt, N.Y., 1976.

O'Reilly, W.G. & Fazzone,Reger A (ED) "Values and Value Issues In Child Care" The Child Care Professional: Looking Forward..., Collegium Book Publishers.

Penrose, W.O., A Primer On Piaget (available for 75¢ per copy from Phi Delta Kappa Eights and Union, Box 789, Bloomington, Indiana 47402) Phi Delta Kappa Educational Foundation.

Perez, Family Counseling, Litton Educational Pub. Inc. D. Van Nostrand Co. 135 West 50th St. New York 10020 (1979).

Simon, S. Howe, L., and Kirschenbaum, H. Values Clarification: A Handbook of Practical Strategies for Teachers and Students, Hart Pub. C., Inc., 1972.

Steinhauer & Rae-Grant, Psychological Problems of the Child and his Family. The Macmillan Co. of Canada Ltd. 70 Bond St. Toronto Ont. M5B 1X3 (1977).

Whittaker, James K. & Napier, Augustus, Y. The Family Crucible. Bantom Books Canada Inc., 60 Saint Clair Avenue East, Suite 601, Toronto, M4T 1N5, Pub., 1980.

ARTICLES

Baron, R. et al. "Attitudes and Belief", Psychology: Understanding Human Behavior. Hatt, Reinhart and Winston 55 Horner Ave., Tor. Ont. M8Z 4X6 1967.

Berubé, Pierre. "Professionalization of Child Care, A Canadian Example." Journal of Child Care, vol.2, no.1 May 1984.

Dinkmeyer & Dinkmeyer, Phi Delta Kappa (Journal), June 1976.

Dreikurs & Goldman "The A.B.C's of Guiding the Child". Dreikurs Unit of Family Education Assoc. (Chicago).

Freeman, David (U.B.C.) "The Family Systems Practice Model: Underlying Assumptions". Handed out at the Northern B.C. Child Care Conference.

Giaretto, H. "A Comprehensive Sexual Abuse Treatment Program" Child Abuse And Neglect (Journal). vol.6 1982 originally In Sexually Abused Children and Their Families, MR9 ZEK, P.B. & Kempe, C.H. Pergamon Press (oxford) 1981.

Gitelson, P (ED) "Symposium: Sex Education and Residential Child Care". Child Care Quarterly. vol,6. 1977.

Haatup (ED). The Young Child (vol.2). "Some effects of Punishment on Childrens Behavior". National Accoc. for the Education of Young Children (Washington) 1972.

Rogers, C.R. "Towards a Modern Approach to Values". "The Valuing Process in the Mature Person", Journal of Abnormal and Social Psychology, vol. 68 no. 2 1968.

APPENDIX F

Certification of Child Care Counsellors

Letter of Agreement Between:

Child Care Workers' Association of Alberta

Alberta Association of Child Care Centres

Alberta Social Services and Community Health

In order to increase the availability of certification to all child care workers in the province; in order to improve the standards of child care, and in keeping with Alberta Social Services & Community Health's theme of service divestiture; the department agrees to transfer Child Care Counsellor Certification to the "Certification Steering Committee" with joint representation from the Child Care Workers' Association of Alberta, the Alberta Association of Child Care Centres and Alberta Social Services and Community Health.

The terms of this agreement are outlined herein:

1. Goal:

   The goal of certification is to set a standard of skills and knowledge required of all child care workers in Alberta who work with disturbed and/or delinquent children and youths.

2. Implementation:

   This agreement will be implemented in two phases, the first interim phase to end in March 1987, and the second phase resulting in complete transfer of responsibilities to be completed in March 1990.

   a. Steering Committee: A Steering Committee will oversee the Certification Program, which will be made available to all child care workers in the Province of Alberta as of March 1, 1985. This will be a joint project under the auspices of the Alberta Association of Child Care Centres, Alberta Social Services and Community Health and the Child Care Workers' Association of Alberta until March 1, 1990, when it will come under the control of the Child Care Workers' Association of Alberta (through an arms length Board) in a manner comparable to other professional associations.

      The Certificate will be issued by the Child Care Workers' Association of Alberta. It will be signed by the President of the Child Care Workers' Association of Alberta and the Chairperson of the Certification Panel.

   b. Certification Panel: The certifying body will be referred to as the Certification Panel and will be composed of:

      i) a representative of the Alberta Association of Child Care Centres.

      ii) a representative of Alberta Social Services & Community Health.

      iii) a representative of the Child Workers' Association of Alberta.

      With the exception of the chairman these panel members will be appointed on a regional basis and will work for agencies other than the agency for which the applicant works. The Child Care Workers' Association of Alberta representative will be a certified child care counsellor.

The chairman of this panel will be the Alberta Social Services and Community Health representative. After two years it will be the Child Care Workers' Association of Alberta representative.

The director of the agency or his delegate sponsoring the applicant may sit in as an observer of the oral examination.

It is the objective to have all panel members certified within two years.

c. Criteria for certification: Certification will be based on the competencies and knowledge outlined in the existing Government Child Care Counsellor Training and Certification Program. Any changes in the content (i.e. competency and knowledge areas) or procedures in the certification process during the period of March 1, 1985 to March 1, 1990 must be approved by the three groups represented on the Certification Steering Committee.

The Certification criteria will consist of the following components:

i) applicants hired after March 1, 1985 must have a two year diploma in a human services discipline or a bachelor degree in the same;

ii) complete internship period of one year with the agency from which certification is being sought;

iii) the endorsement by the candidate's supervisor and agency verifying that the candidate has demonstrated and identified skills and knowledge on the job;

iv) a written exam;

v) an oral exam.

d. Special Considerations: The following special consideration will be made at the start of the certification program:

i) Child care workers who are presently in an administrative role, or who do not have a supervisor within the agency who is in a position to assess their competencies, but who have had a direct child care experience, may apply for certification prior to March 1, 1990, providing they can verify their child care experience as being at least one year in duration (minimum 1750 hours), and that they were competent child care workers. This verification should take the form of a letter from a past employer or supervisor and would be used in place of the endorsement by the supervisor and agency.

ii) Child Care Counsellors who have been certified under the Government of Alberta Certification program will be accepted as certified under this Certification Program.

e. Child care workers will be required to pay an initial application fee of $75 and annual certification fees of $75.

f. Loss of Certification: Certification may be lost by:

i) not paying annual certification fees.

ii) being in violation of the Child Care Workers' Association of Alberta Code of Ethics.

3. Responsibilities

a. Steering Committee

i) oversee the total certification program
ii) approve and update standards for certification
iii) supervision of Certification Panel
iv) review and advise the income and expenditure of funds
v) receive complaints and appeals (through committee chairperson)

b. Chairperson of the Certification Panel

i) receive, review and process all applications for certification
ii) coordinate regional panels to meet with applicants
iii) chair all certification panels
iv) maintain the consistency of the oral examination
v) provide written feedback upon request

c. Certification Panel

i) review written examination
ii) administer oral examination
iii) make decisions with regards to certification
iv) provide verbal feedback to applicant

e. Child Care Workers' Association of Alberta

i) collection and expenditure of certification fees
ii) distribution of certification material such as the manual, assessment tools, written examinations, etc.
iii) issue certificates
iv) submit quarterly financial statement to the Steering Committee

f. Agency

i) ensure that training plans are developed and reviewed
ii) to thoroughly assess the applicant with regards to the competencies as outlined in the certification manual
iii) ensure that the applicant has demonstrated all competencies within the agency prior to endorsing an application

4. Procedures

a. Application for Certification

A child care worker who is seeking certification will send the Chairman of the Certification Panel his/her application, the Endorsement of the Supervisor and Agency, and the initial Certification fees. (With exception for government Child Care workers, during this interim phase). Workers who are seeking "Special Considerations" will forward letters of reference in place of the Endorsement of the Supervisor and Agency, and a letter explaining the reason "Special Considerations" are being sought (refer to 2-d-Special Considerations).

Upon receipt of an application the Chairman of the Certification Panel will send the Agency director a written examination which she/he will administer to the applicant. Once completed the director will return the same to the chairman. (To be returned within 30 days of receipt).

An established key will be used to mark written exams. These exams will be marked by the panel Chairman. If it is felt that the exam was failed it will be sent to the two other panel members. Should one of those members agree that the exam was failed the applicant will be notified of his/her failure and be given the opportunity to re-write the exam without further fees.

When the written exam is passed the Chairman will arrange to have the applicant meet before the panel for the oral examination after which the decision as the certification will be made.

At all times three panel members will be scheduled to sit in on an oral exam, however, the exam will still be given if one member must be absent. Two panel members must be present.

Immediately following the making of a decision the applicant will be advised as to the decision and given verbal feedback. Should an applicant desire a written evaluation of his/her oral examination, a written request must be sent to the Panel Chairman within one week of the oral examination.

The applicant may appeal a failure of the oral exam if he/she agrees to having the exam taped.

b. Record Keeping

All applicants will send applications to the panel chairman who will maintain records until the applicant is certified at which time the records will be forwarded to the Child Care Workers Association of Alberta who will issue the Certificate and maintain the records from that point on.

c. Loss of Certification

i) Certified Child Care Counsellors will be required to pay annual certification fees (with exception for government Child Care Workers during this interim phase). The Child Care Workers' Association of Alberta will bill private sector counsellors on an annual basis. Should the counsellor fail to respond within sixty days the certificate will be cancelled for non-payment.

ii) Complaints with regards to Child Care Workers' Association of Alberta Code of Ethics will be forwarded to the Chairman of the Steering Committee who will strike a sub-committee of three members with representatives from Government, CCWAA and AACCC, who will then decide whether or not to de-certify a Counsellor. Appeals of the sub-committee's decision will be heard by the entire Steering Committee.

d. Recertification

The Associations recognize that re-certification cannot be achieved through this interim agreement; however, the principle of recertification remains an important one to be pursued pending obtaining legal status.

In order to assist and empower the Certification Steering Committee to implement and maintain a viable and credible certification process, the Child Care Workers' Association of Alberta (CCWAA), the Alberta Association of Child Care Centres (AACCC), and Alberta Social Services and Community Health (ASS&CH) agree to the following:

5. Tasks and Activities

a. CCWAA

i) Provide representatives to the Certification Steering Committee and the Certification Panel from March 1, 1985 to March 1, 1990.

ii) Manage the financial administration for the certification program and provide quarterly financial reports to the steering committee.

iii) Develop, publish and distribute all certification materials (including manuals, assessment tools and certificates).

iv) Issue certificates.

v) Maintain the files and records of all certified child care counsellors.

vi) Assume full responsibility for funding of the certification program starting March 1, 1985.

vii) Provide a chairman for the certification panel and coordinate the total program as of March 1, 1987.

viii) Take part in formal reviews of the certification process in January 1987 and again in October 1989 (prior to the final transfer of certification).

ix) Work with the Certification Steering Committee in establishing an arms length board to certify child care counsellors after March 1, 1990.

x) Pursue obtaining legal status.

b. AACCC

i) Provide representatives to the Certification Steering Committee and the Certification Panel from March 1, 1985 to March 1, 1990.

ii) Promote the quality, recognition, and impact of certification by actively encouraging member agencies to:

- assess child care counsellors in the knowledge and competency areas identified by the certification program,
- develop training plans and provide training opportunities for child care staff,
- provide recognition of certified child care counsellors in their career series (e.g. salaries, promotional opportunities, scope of responsibilities).

iii) Take part in a formal review of the certification process in January 1987 and again in October 1989 (prior to the final transfer of certification).

c. ASS&CH

i) Transfer its certification package (manuals and assessment tools) to the CCWAA effective March 1, 1985. This transfer is subject to the following limitations:

- The department will maintain copyright on the materials. Transfer of copyright will be subject to approval at the final formal review of October 1989.
- Revised copies of the certification manual will be sent to all government child care agencies at no cost. The remaining copies of manuals and assessment tools will be turned over to the CCWAA.

ii) Provide representation to the Certification Steering Committee and the Certification Panel from March 1, 1985 to March 1, 1990.

iii) Provide the chairman to the Certification Panel from March 1, 1985 to March 1, 1987. This will involve a maximum time commitment of two days per week. The role of the chairman will be:

- coordination of the total certification program, i.e. processing all applications, evaluating written exams, coordinating oral exams, maintaining files.
- chairing all certification oral exams
- developing and sending written feedback to candidates
- attending steering committee meetings and working on revisions to the manual.

iv) Provide part-time clerical services from March 1, 1985 to March 1, 1987 to assist the chairman of the Certification Panel in coordinating the program.

v) Provide for the cost incurred by the chairman in conducting his duties, i.e. travel, accommodation, postage, telephone and office supplies.

vi) Provide an operating grant of $12,000 per year in each of two years to March 1987 which constitutes the first interim phase for this agreement, payable quarterly in advance. The Child Care Workers' Association of Alberta will provide invoice quarterly. This funding is in lieu of fees for child care counsellors employed by Alberta Social Services and Community Health.

vii) Take part in a formal review of the certification process in January 1987 and again in October 1989 (prior to the final transfer of certification).

Signed:

Jack Phelan President Child Care Workers' Association of Alberta	Witness	Date
Don Storch President Alberta Association of Child Care Centres	Witness	Date
Michael Ozerkevich Alberta Social Services and Community Health	Witness	Date